

KENYA CROSS-SECTORAL YOUTH ASSESSMENT REPORT

August 2020

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By:

Diana Rutherford, Independent Consultant for Making Cents International

Dr. Anastasia Mirzoyants, Head of Knowledge and Learning, Shujaaz Inc.

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For public inquiries and additional information, please email comms@youthpower.org or by mail to Making Cents International, Attn: YouthPower Learning, 1350 Connecticut Ave NW, Suite 410, Washington, DC 20036.

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Acronyms and Abbreviations

| | |
|---------|--|
| ASAL | Arid and Semi-Arid Lands |
| ASRH | Adolescent Sexual and Reproductive Health |
| AYA | African Youth Alliance |
| CBO | Community-based Organization |
| CDCS | Country Development Cooperation Strategy |
| CSO | Civil Society Organization |
| CSYA | Cross-Sectoral Youth Assessment |
| CUNY | City University of New York |
| CVE | Countering Violent Extremism |
| DDD | Digital Divide Data |
| DG | Democracy and Governance |
| EG | Economic Growth |
| FGM | Female Genital Mutilation |
| FP | Family Planning |
| FTF | Feed the Future |
| FSA | Financial Services Associations |
| ICT | Information and Communication Technology |
| INGO | International Non-Governmental Organization |
| MOE | Ministry of Education |
| MOH | Ministry of Health |
| MSE | Micro and Small Enterprises |
| NACONEK | National Council for Nomadic Education in Kenya |
| NGO | Non-Governmental Organization |
| NYBA | National Youth Bunge Association |
| OUK | Open University of Kenya |
| PrEP | Pre-exposure Prophylaxis |
| PYD | Positive Youth Development |
| SACCO | Savings and Credit Cooperative Organization |
| SCORE | Strengthening Community Resilience against Extremism |
| SGBV | Sexual- and Gender-based Violence |
| SMS | Short Message Service |
| SOW | Scope of Work |
| SRH | Sexual and Reproductive Health |
| STEM | Science, Technology, Engineering and Math |
| STI | Sexually Transmitted Infection |
| TVET | Technical and Vocational Education and Training |
| UNDP | United Nations Development Programme |
| UNICEF | United Nations International Children's Emergency Fund |
| USAID | United States Agency for International Development |
| USD | United States Dollar |
| USG | United States Government |
| YSLA | Youth Savings and Loans Associations |

I. EXECUTIVE SUMMARY

A. INTRODUCTION

In February 2020, USAID/Kenya and East Africa (USAID/KEA) commissioned the USAID YouthPower Learning team to conduct a cross-sectoral youth assessment (CSYA). The CSYA uses a Positive Youth Development (PYD) lens to capture the challenges and opportunities facing Kenyan youth, focusing on those 15–34 years and reporting on younger adolescents (10–14 years) where feasible. The assessment identifies opportunities to optimally support youth and guide USAID/KEA toward a strategic engagement with youth as: a) beneficiaries and participants of sustainable, Kenyan-owned development solutions that can be brought to scale over time, and b) key actors empowered to identify and prioritize challenges and propose local- and youth-based innovative solutions.

The findings and recommendations outlined here are based on 1) desk review findings of more than 100 sources; 2) 18 focus-group discussions with 130 youth; 3) key informant interviews with six youth role models, three adults who champion youth, and nine youth-focused stakeholders including businesses, program leaders, NGOs, and donors; 4) six SMS surveys with youth; 5) analysis of social media with thousands of youth, and 6) five youth-led Design Thinking sessions with 41 youth.

B. RESEARCH QUESTIONS

The primary question the assessment will answer is:

“What are the specific sources of vulnerability, marginalization, and disaffection among Kenyan youth, and how can they be countered?”

The following questions guide the assessment:

- What are the main subgroups of marginalized/vulnerable Kenyan youth? What are the defining characteristics separating these groups?
- What are the routine challenges for youth in each subgroup? What are the common challenges all youth face? What are the unique challenges for selected subgroups?
- What products/services do youth need to help them overcome the mentioned challenges faster and more effectively?
- How can these products/services be best presented to youth: What would be the unique selling point or a unique value proposition for each?
- What are youth's solutions to address these sources of vulnerabilities and disaffection or solutions that reflect youth's perspectives and priorities?

C. FINDINGS

We break down the research questions into components to present a summary of the findings. For more detail, please see the report.

Sources of vulnerability, marginalization, and disaffection

Sources of vulnerability, marginalization, and disaffection are poverty, disease/illness, violence/abuse threatening physical and psychological safety, and ethnicity/religion, as they affect relative power and access to opportunities and services. Sources of vulnerability described by youth emerged during this assessment as:

- | | | | |
|---------------|----------------|-----------------|-----------|
| ▪ Physical | ▪ Social | ▪ Psychological | ▪ Digital |
| ▪ Financial | ▪ Locational | ▪ Demographic | |
| ▪ Educational | ▪ Occupational | ▪ Legal | |

Young Kenyans see vulnerability as a forced dependency on other people. The source of the dependency comes from a young person's inability to cover their basic needs by themselves, and results in a person choosing to allow somebody else to control their life and decision making in return for food, shelter, and possibly other benefits, material or otherwise. According to youth, vulnerability is not a homogeneous concept—it is multilayered and complex.

This report provides information on youth perspectives of vulnerability along with data collected from adult key informants and secondary sources.

Poverty

Most Kenyans live in poverty, which is multidimensional: a combination of monetary poverty and deprivation of basic needs. Youth are no different than adults, but they suffer more from poverty due to much higher unemployment and underemployment. Poverty is a source of other vulnerabilities, e.g., health and education services are not affordable for the poorest youth.

Youth defined financial vulnerability as a consistent lack of money to cover their basic needs: food, shelter/rent, transport, medical care, and education. Lack of money was a result of joblessness and the inability to either find a formal job or raise capital to start a business. Their families and caregivers lacking money was another root of youth financial vulnerability.

Beyond basic needs, poverty/lack of financial wherewithal means little or no access to capital to start or grow a business. Lack of funds means looking poor, possibly poorly dressed and ill, which negatively affects a young person's ability to find work or hustle on the street. Having no money also means not being able to bribe a police officer to forgo arrest or a beating, or paying someone to interview you for a job.

Education

Youth defined educational vulnerability as a condition or a context in which a young person is denied opportunities or abused (financially or emotionally), because they lack the right educational experience, such as education lacking an appropriate balance of practical and theoretical skills. Youth feel they are denied opportunities for which they are qualified when they lack recognized certificates/diplomas to verify their educational experiences. School access and retention are challenges for youth. While most adolescents attend some school, one out of 10 has never been to school. Across the country, school enrollment rates vary tremendously as the overall rate nears 90 percent across Kenya areas like the North Eastern Province (primary enrollment is less than 30 percent) and Marsabit County (secondary enrollment is less than 5 percent) are left behind. Orphaned and disabled children suffer the most from

educational vulnerability, despite free and compulsory education, but public secondary school fees are still beyond the reach of the most vulnerable families.

Other vulnerabilities that impact girls' education are early marriage and pregnancy, which often result in dropping out of school. Lack of sanitary pads, safe and appropriate sanitation facilities also reduce girls' school attendance. Boys are more likely to drop out of school because of work: either to help on the family farm or with livestock, or to earn income to help support the family, often younger siblings.

Youth have mixed feelings about Technical and Vocational Education and Training (TVET). Those who recognize the lack of formal employment, realize they need practical, marketable skills that they can use to work for others or for themselves. TVET and polytechnics are sources of market-relevant training, but many youth feel they lack access to them, sometimes because of location or poverty.

There is a mismatch between the education system and the job market. Older youth who completed secondary school and may have some tertiary school (or a tertiary degree) are less satisfied with the education system than younger youth who feel the quality of education is improving. Being hired as an employee requires a form 4 certificate (high school diploma), as there are far more youth available for work than there are opportunities. Youth also require a national identity card, which is difficult to obtain without a birth certificate: something many youth lack.

Education offers youth an opportunity to reduce their social vulnerability as it offers opportunities to build new and more varied social networks especially away from one's home community.

Social

Social vulnerability was one of the most important to youth who participated in the assessment. They defined social vulnerability as the lack of access to a large, high-quality network that connects them to opportunities and protects them from psychological, physical, financial, or other abuse and manipulation. Youth recognized that their peers can influence their behavior, such as trying drugs or alcohol.

Lack of family is a tremendous social vulnerability. Family can either accelerate or hinder a young person's effort to achieve: an abusive or neglectful family is a hindrance, while a supportive, loving family is an asset. A strong family network can be a source of opportunities if, for example, the family's clan or tribe has influence over who gets a job.

Health, physical and psychological

A young person's health can affect every aspect of their lives, from how well they perform in school or work to their ability to attend school, or how they are perceived by others. Youth with poor health face social rejection and the inability to work. Causes of poor health include malnutrition, various infections, HIV/AIDS and STIs, early and unintended pregnancy, unsafe abortion, child marriage, SGBV and FGM, among others. The sources of some illnesses are poor housing, water and sanitation facilities, while others are cultural (e.g., FGM). Substance abuse is on the rise, typically as a means of coping with painful life situations; also on the rise are teenage pregnancy, depression, and suicidal ideation. Youth talked about psychological health as a mental state, a stress so debilitating that it prevents young people from making the right choices in life, forcing them to give up trying to succeed. It can result in a deep depression and/or self-harm.

Youth focus group participants' first description of someone with a physical health vulnerability was a person with a disability, followed by street children and the homeless. Physical vulnerability covers the very basic needs of young people for food and shelter/safety; it also addresses disability, whether innate

or acquired through a sickness or an accident (i.e., health). For some, how a person looks (e.g., clothes, cleanliness, signs of fatigue or sickness) can also be a physical vulnerability.

Work and occupation

Unemployment and underemployment affect youth more than older Kenyans: youth unemployment is 35 percent compared with national unemployment (10 percent). It affects youth ages 20-24 and those in urban areas, especially women, more than those in rural areas. Underemployment¹ affects adolescents, ages 15-19 more than older youth. In speaking about earning a living, youth said they need mentors, peers, and adults who “were like them,” but successful. Their definition of success is modest: a good mentor may be someone who has just a little more than they have, like his/her own microenterprise (or hustle).

Barriers to youth employment differ very little between formal and informal sectors. Work is gendered, however, where women primarily work in sectors such as education, accommodation and food, and other service areas. Youth who took part in the assessment held some gender-based stereotypes, such as women having inadequate physical strength or natural balance, which appeared disempowering for both boys and girls because they limited themselves to what they thought of as “gender appropriate” opportunities.

Demographic and locational

Where we were born, what sex or gender we are, our age, and where we live help to define us. Some issues that most negatively affect youth are universal such as poverty and corruption, and being marginalized by elders, family, community, and government. Other issues, such as unemployment and underemployment, may be experienced differently depending on rural or urban living and gender.

Demographic vulnerability encompasses all the diverse experiences of various demographic groups that make it difficult for them to achieve their potential; for example, girls experience sexual harassment throughout all stages of their lives, boys feel judged and neglected, and youth are dragged into tribal and religious disputes, etc. Locational vulnerability revealed strong differences among youth by county and urban/rural contexts such as young people feeling that living in the “wrong” area reflects on how they are perceived by others and what opportunities they are afforded.

Legal

Legal vulnerabilities were experienced very similarly by young people across demographic subgroups with youth saying that they lack supportive legal structures to be able to reach their potential (e.g., grievance system, supportive business structures). In the marketplace, working as a “hustla” or doing informal work, offers no institutionalized social protection mechanisms to which youth can turn. So youth are easy targets of gangs, theft, and crime.

Digital access and behavior

Digital vulnerability seems to rely heavily on age, with access to the digital space dependent on the amount of money they could spend, with youth under 18 years being at a disadvantage. There is also a

¹ Underemployment is a state of not having enough paid work and/or doing work that does not make full use of one’s skills.

gender gap, as noted by *The Mobile Gender Gap Report 2020* that shows that one in every three internet users in Kenya is a woman, giving a gender gap of 34 percent.

In summary, young people have their own perspective on what vulnerability means and who is vulnerable. Their perspective reflects the complexity of their lives and the nuances of their experiences across age, gender, and location.

Characteristics of youth subgroups or personas

The second research question focuses on youth subgroups and their characteristics, as effective programming requires deep understanding of the target population. This report illustrates how heterogeneous are young Kenyans. Youth subgroups are typically based on cross-sections by age, gender, where they live, years in school, at what age they married and/or had first child, etc. The desk review yielded the following cross-section of age, gender, and location (rural/urban). The table presents a summary of subgroups of youth who are most negatively affected by each issue, e.g., schooling, teenage pregnancy, by age, gender, and whether they live in rural or urban areas. For some issues, the desk review did not result in conclusions about a specific demographic—rural versus urban, for example—while for others, a specific demographic was a clear differentiator.

From the vantage point of youth assets: the necessary resources, skills, and competencies to achieve desired outcomes, the results show that *youth with considerable assets* are most likely to be men older than 25 years who:

- Can rely on network, clan/tribe, and family support
- Completed tertiary education
- Work full-time in the formal sector
- Live in an urban setting with greater access to resources

Those with the least assets are most likely to be young women, 15-24 years, who:

- Lack work or engage in sex work (possibly unprotected)
- Lack schooling (altogether or did not complete form 4)
- Lack family or other social support
- Live in a rural setting with less access to resources
- Have multiple children
- Suffer from poor health, including HIV/AIDS and/or STIs

Table 1. Youth most negatively affected by issue by age, gender, location

| | 10-14 years | | 15-19 years | | 20-24 years | | 25-29 years | | 30-34 years | | Rural | | Urban | |
|---|-------------|---|-------------|---|-------------|---|-------------|---|-------------|---|-------|---|-------|---|
| Issue | F | M | F | M | F | M | F | M | F | M | F | M | F | M |
| Early marriage | | | | | | | | | | | | | | |
| Teenage pregnancy | | | | | | | | | | | | | | |
| HIV/STIs | | | | | | | | | | | | | | |
| Substance abuse | | | | | | | | | | | | | | |
| SGBV/sexual harassment: especially among transgender; sex workers; house girls | | | | | | | | | | | | | | |
| FGM | | | | | | | | | | | | | | |
| Youth with disabilities | | | | | | | | | | | | | | |
| WASH: worse in rural than urban | | | | | | | | | | | | | | |
| Poverty | | | | | | | | | | | | | | |
| Unemployment: more women | | | | | | | | | | | | | | |
| Underemployment | | | | | | | | | | | | | | |
| Lack of job experience | | | | | | | | | | | | | | |
| Corruption & favoritism | | | | | | | | | | | | | | |
| Access to health services | | | | | | | | | | | | | | |
| Schooling: 10% no formal; disabled, child labor; orphans; adolescent mothers & sibling minders; children discriminated against due to culture, religion and/or gender; Northern Kenya | | | | | | | | | | | | | | |
| Voice: especially lower socioeconomic, disabilities | | | | | | | | | | | | | | |
| Civic engagement | | | | | | | | | | | | | | |
| Marginalized by elders, family, community, government | | | | | | | | | | | | | | |

Most negatively affected by the issue Less negatively affected

Another way of describing youth cohorts is to create a composite youth who represents a subgroup. The concept of vulnerability and the impact of various layers of vulnerability are presented in a collection of illustrative personas to be used as practical tools to reference when designing youth-focused development interventions.

Each of these composite youth (or personas) are represented below. For each subgroup, we provide a short story highlighting the characteristics of the subgroup. For more details of the personas, please see the report.

Subgroup 1: Extreme poverty, single-parent household in rural area, several children, firstborn male


SEGMENT 1

MEET PETER

HE IS 20 YEARS OLD. THE FIRST-BORN BOY IN A RURAL SINGLE-PARENT HOUSEHOLD.

HE WAS BORN IN RURAL KAKAMEGA. RAISED BY RELATIVES WHO HE WORKED FOR IN RETURN FOR FOOD & LODGING.

HE MOVED TO THE CITY LOOKING FOR OPPORTUNITIES. RECRUITED BY A GANG AND BECAME INVOLVED IN DRUG-TRAFFICKING & CRIME.



Peter is the eldest of seven children in a single-mother household. Unable to take care of all her children, the mother sends Peter to live with a relative and work for the family business. In his relatives' home, Peter is neglected and denied school. He runs away to Mombasa in search of a better life only to find himself homeless and hungry. Peter is approached by a gang, who recruits him into their drug-trafficking business. He starts working with the gang, eventually using drugs. Some months later, Peter disappears; rumors suggest he was recruited by Al-Shabaab and left with them to Somalia.

Subgroup 2: Extreme poverty, single-parent household in rural area, several children, firstborn female

SEGMENT 2

MEET WISDOM

SHE IS 18 YEARS OLD. SECOND-BORN GIRL FROM A SINGLE PARENT FAMILY.

SHE WAS BORN IN RURAL KAKAMEGA. MOVED TO URBAN MOMBASA.

SHE WAS MARRIED OFF AS A TEENAGER INTO A POLYGAMOUS HOME.



Wisdom represents Subgroup 2. She is Peter's younger sister. Wisdom is two years younger than Peter. Once she reached 14, her mother married her off to a polygamous household in exchange for a cow and milk for the younger children. Her husband's first wife helped her through puberty; her husband allowed Wisdom to hustle so she could contribute to the household. Wisdom saves a bit of money and follows her brother to Mombasa. She goes through a similar experience as Peter with hunger and homelessness. Seeing that she is running out of money, Wisdom starts making simple shell jewelry to sell to tourists. One of her clients hires her to take care of her grandmother. The grandmother teaches Wisdom how to sew and leaves her a bit of money to start her own small business.

Subgroup 3: Extreme poverty, broken family, rural, abusive father, teacher as sponsor, personal perseverance

SEGMENT 3

MEET JOYCE

SHE IS 18 YEARS OLD. LIVES IN RURAL HOMABAY, WHERE SHE WAS BORN.

SHE WAS BORN INTO A TROUBLED FAMILY AND EXPOSED TO DOMESTIC VIOLENCE FROM AN EARLY AGE.

SHE LEFT HOME TO BE WITH A MAN, WHO LEFT HER WHEN SHE GOT PREGNANT.



Joyce comes from a broken abusive home. Once her period starts, she starts skipping school because there is no money for pads. A teacher comes to check on her and helps her with pads, food, and money. Eventually, they have sex and move to a different city as husband and wife. Joyce enjoys the escape from her abusive home, but once she gets pregnant, the teacher abandons her. She is squatting until childbirth, and then taken in with the newborn for a short while by the clinic's cleaning lady. She starts selling vegetables at the market but cannot make ends meet, so she resorts to transactional sex in several locations. Slowly, her business grows; she becomes independent and meets new peers through a women's savings group.

Subgroup 4: Large agricultural family, cash poor, child labor, second oldest

SEGMENT 4

MEET ANTHONY

- HE** IS 24 YEARS OLD. BORN ON A FARM IN ISIOLO THAT GRAZED CATTLE AND GREW CABBAGES.
- HE** COMES FROM A FAMILY THAT WAS SPLIT APART BY A LAND DISPUTE, SO HE MOVED TO THE CITY TO FIND WORK.
- HE** HAS SURVIVED MANY CHALLENGES TO BECOME A BODABODA RIDER, AND NOW LOOKS AFTER HIS SISTER, PAYING FOR HER SCHOOL FEES.



Anthony was the second born of seven children. Following a disagreement between father and first-born son, the son disappeared making Anthony the oldest son. His father insisted he leave school to work as the family needed money. Anthony was persistent and determined to finish form 4, which he did, saving a little bit for himself to finance leaving home for the city. There he got bit jobs, was taken advantage of by a group of boda boda (bicycle and motorcycle taxis) riders thereby losing his savings. Feeling low, he started drinking: one day at a bar, he told his story to another boda boda rider who told him about a chama (an informal cooperative society), which he eventually joined. One of his sisters joined him and he takes care of her while she attends school. They work together in the evenings. He is exhausted with two jobs but determined.

Subgroup 5: Daughter of single mother who was always working, SGBV, poor enabling environment

SEGMENT 5

MEET LEYLA

SHE IS 26 YEARS OLD. GREW UP IN KOROGOCHO IN NAIROBI WITH HER SINGLE MOTHER.

SHE WENT TO THE UNIVERSITY OF NAIROBI TO PURSUE A CAREER IN MARKETING BUT IS NOW A CARPENTER SELLING WOODEN PRODUCTS .

SHE IS A SINGLE MOTHER AND HAS TWO CHILDREN, WHO SHE PROVIDES FOR ON HER OWN.



Leyla became a mother at 19 while studying at university after a lonely adolescence with her mother living and working elsewhere, though they enjoyed each other when they were together. Despite an internship, she struggled to get work. Following a rape and theft by a group, she reported the theft, but could not report the rape to the male officers. She never heard from the police. Eventually, she persuaded a carpenter to train her in exchange for him selling her goods and taking most of the proceeds. She was rejected by a bank for a loan and saved up on her phone to get enough to rent her own stall and buy her own materials. Leyla finds being a woman in this business to be hard: police ask for bribes all the time, competitors spoil her things, clients often cheat her of money. There is no one to complain to. Sometimes she wishes she had not bothered with going to university and instead spent that money to start her business much sooner.

Subgroup 6: Urban son of 2-income family


SEGMENT 6

MEET SHADRACK

HE IS 22 YEARS OLD. BORN IN A RURAL AREA BUT NOW LIVES IN NAKURU.

HE HAS A GOOD EDUCATION AND WAS HEADBOY OF HIS SCHOOL.

HE IS POLITICALLY ENGAGED AND EAGER TO MAKE A DIFFERENCE IN THE LIVES OF HIS PEERS.



Shadrack comes from a relatively stable two-parent family that settles in Naivasha; both his parents are working, so he completes high school and the college of his choice (BuruBru art school) without having to hustle and support himself. Nevertheless, he engages in art exhibits and sells his work to pay his parents back for his education. A natural leader, Shadrack always engages in youth networks and activities, through which he meets many public officials and community leaders. However, as much as he likes being part of the youth network, he feels youth leaders are not fully connected and they are achieving less than they could if they were working closely together.

Pathways for reaching youth

Youth are familiar with youth networks, especially the bunge network. These networks need to be strengthened and expanded to make them accessible for vulnerable young Kenyans. In addition to reaching youth through youth networks, youth should also be reached through:

- Social media, Facebook, Twitter, YouTube, WhatsApp, influencers and celebrities on social media,
- Youth leaders, including youth representatives, and
- Social events focused on youth, such as sport events and concerts, which youth watch or in which they participate.

Local pathways are critical to reaching youth, such as through local influencers, radio and TV stations, etc. Young people emphasized connections and exchanges between localities through the social events mentioned above.

Solutions to youth vulnerability

This section includes youth-provided solutions and recommendations by the assessment team. Solutions from youth, and youth leaders, who participated were:

- *Young people believe they can address challenges through a variety of individual and group engagements, such as peer-to-peer counseling, peer role models, peer mentors, and group activities (sports and/or community clean-ups and patrolling, etc.). The centrality and leadership of youth in youth-focused programming is critical to program success.*
- *Mentorship*—young people looking for mentors to guide them and young people looking for opportunities to mentor somebody—can be a positive, reciprocal relationship. While the mentee gains a role model and guidance, the mentor’s social status grows, as youth perceive part of life’s success as one’s ability to lift others. A peer mentor network can effectively engage youth, increase their self-esteem and agency, and mitigate vulnerabilities.
- Team competitions (sports, games) were described as both a pathway to reaching youth and a solution to several vulnerabilities, especially psychological. Inter-county and national competitions among youth teams mitigate the negative aspects of youth sabotaging one another due to competition for opportunities. These activities teach youth the value of teamwork and allow them to improve their soft skills. Competition is perceived as entertainment, which is important to young people.
- In the absence of a supportive, engaged family, youth suggested that schools and religious institutions have to play a bigger role in supporting youth. Specifically, youth suggested addressing the following issues in vulnerable communities: career counseling, comprehensive sexual education, menstrual hygiene and management for girls, criminal and extremist activity awareness and prevention. Youth and those supporting youth believe that young people can be (and sometimes are) pillars in their communities, but some youth lack guidance and are abused and manipulated.
- *Developing their talent is a red-hot issue among young Kenyans, especially vulnerable ones.* It might be the case that talent is seen as the shortest path to achieving wealth. Yet for young people’s self-esteem and confidence, it is important to encourage them and create an environment where they can develop and showcase their talent, bond with other young people, and have a sense of accomplishment.

Based on the assessment, we recommend using a PYD-based approach to design holistic, cross-sectoral youth-focused programs that take into account youth assets, agency, contribution, and enabling environment. The layered view of vulnerability provides a clear, detailed, and actionable view of how to improve the experience of young Kenyans. It also makes it possible to structure interventions to address as few (or as many) layers as an intervention framework permits (i.e., in terms of locations, timelines, and budget) and still achieve measurable positive impact. Design should be locally led so that programs are tailored to youth and their communities. Programs should be implemented by local organizations and public-private partnerships so that they are locally owned, incentivizing youth, organizations and communities to succeed and sustain positive outcomes.

Put young people at the center of designing, implementing, monitoring, and evaluating youth programs to create strong ownership, helping to address vulnerabilities in relevant and authentic ways thereby launching a positive ripple effect among Kenyan youth. Young people are the best “destiny helpers” (mentors/guides). Young people would like to learn from each other, but most importantly they see “uplifting others” and “giving back” as a sign of personal success.

Solutions and interventions must be local to youth, meeting youth where they live. Youth networks, leaders, and local young influencers and celebrities would likely be effective program champions, endorsers or advocates.

Support more widespread, inclusive, effective networks for youth. One of the critical gaps highlighted by the findings is the lack of meaningful networks that 1) support young people through sharing knowledge and experiences, and 2) link them to opportunities, e.g., financial services, how to apply for government funds, how to submit a proposal for goods or services in response to County needs.

Develop trust between youth across physical boundaries. While young people have positive experiences working in groups, they are also acutely aware of peer competition for opportunities. The negative effects, such as mistrust, of competition for limited opportunities are the main hindrances to forming effective peer networks and to successful peer cooperation. Networks like the National Youth Bunge Association and YALI need to include all youth in their areas and/or expand to reach more youth. They also need to coordinate and improve their capacity for outreach. That's a challenge among people whose lives may be uprooted (e.g., by COVID-19) and whose contact information may frequently change. Yet in developing peer networks, young people can be linked with members across different communities using mechanisms for establishing trust, such as sports, games, and facilitated groups.

Create locally designed and trusted mentor networks. The need for peer and adult mentors was clearly expressed by youth and their effectiveness in PYD is supported by evidence. Working with and training local NGOs, CSOs/CBOs already working in sub-counties is a feasible approach to starting networks and vetting and training mentors. **Identify local youth and adult champions** to support the network's ongoing processes; design reporting systems and databases to maintain information; create cloud-based databases for easy tracking and reporting, and provide the technology and airtime as an incentive for the champions to continue to volunteer for the job.

Use reciprocity to support sustainability and social network building. The aspiration to do for others what has not been done for them (mentorship, financial and social support), is a striking but very important clue as to how potential youth-focused programs can be scaled successfully and in a cost-effective manner. An example of this is the Global Give Back Circle program. Young Kenyans can be a pillar in the community and positively impact the lives of others. However, as young people highlighted in FGDs, those who go to sleep hungry every day cannot even help themselves.

Conduct a youth-led national identity card campaign. Despite progress, only about half of youth have a national identity card and they need it to seek formal work, apply for funds, seek capital, and engage in civic activities. The process is difficult, but not impossible. Once people have been vaccinated for COVID-19, consider a public service campaign announcing the goal to provide every Kenyan youth who does not yet have government identification with a national identity card. Decide on a process that includes some of the existing vetting, but that includes youth in designing the process. Youth believe the process is rigged so that some young Kenyans are denied an ID due to discrimination or corruption.

Prioritize education, financial, and social vulnerabilities. They are the core layers and addressing them first will help to effectively magnify the impact of a youth-focused program. Such a program would include building skills and knowledge: workforce technical and vocational training, financial literacy, soft skills, and family planning/sex education. Integrating this knowledge recognizes that youth work and health are interconnected: teenage pregnancy negatively affects the ability of young women and men to

get an education and engage in work,² and youth looking forward to good livelihoods are more likely to take care of their health.³ The program would foster healthy relationships with peers and adults and include peer and adult mentors. Safe spaces are needed for safe and engaging learning environments that include multiple means of learning, such as games, role-playing, and learning materials. A supportive enabling environment engages families, communities, and policymakers. The program would link youth with youth-friendly health services and financial services. Prior to program development, the project would consult with employers and conduct market analyses to identify appropriate sectors, partners, linkages, and market-driven training.

Evaluate youth programs to know what works well, for whom and how much it costs. Many USAID youth-inclusive programs while not youth-focused programs, are described in reports and by informants as positively affecting youth wellbeing. Few, however, have been evaluated. This is an area requiring coordination. One implementing partner mentioned having funds from multiple organizations, sharing evaluations with the funder requesting them, but not with all funders or the public. This leads to another recommendation: conduct impact evaluations, make program monitoring and evaluation data, and analyses public. Build capacity among stakeholders including implementers, universities, and users so that findings are reliable, valuable, and used.

Applying the CSYA findings requires **coordination among stakeholders** to maximize outcomes of youth-focused activities for young Kenyans. Donors, NGOs, implementing partners, and youth agree that the funding in Kenya is tremendous, and that there is little coordination among those who control and use the funds to facilitate youth development.

² Bailey MJ. More power to the pill: the impact of contraceptive freedom on women's life cycle labor supply. The Quarterly Journal of Economics. 2006 Feb;289-320. <https://doi.org/10.1093/qje/121.1.289>; Canning D, Schultz TP. The economic consequences of reproductive health and family planning. The Lancet. 2012;380(9837):165-171. DOI: [http://dx.doi.org/10.1016/S0140-6736\(12\)60827-7](http://dx.doi.org/10.1016/S0140-6736(12)60827-7); Jensen R. Do labor market opportunities affect young women's work and family decisions? Experimental evidence from India. The Quarterly Journal of Economics. 2012;127:753-792.

³ Smith P, Buzi R, Abacan A. Workforce development as a promising approach to improving health disparities among young males. The Journal of Men's Studies. 2014;22(1):3-11. <https://doi.org/10.3149/jms.2201.3>; Jensen R. Do labor market opportunities affect young women's work and family decisions? Experimental evidence from India. The Quarterly Journal of Economics. 2012;127:753-792; Arcand JL, Wouabe ED. Teacher training and HIV/AIDS prevention in West Africa: regression discontinuity design evidence from the Cameroon. Health Economics. 2010;19(S1):36-54. DOI: 10.1002/hec.1643; Bailey MJ. More power to the pill: the impact of contraceptive freedom on women's life cycle labor supply. The Quarterly Journal of Economics. 2006 Feb;289-320.

II. INTRODUCTION, PURPOSE AND METHODS

USAID/KEA commissioned the USAID YouthPower Learning team to conduct a cross-sectoral youth assessment (CSYA). Using a Positive Youth Development (PYD) lens, the CSYA aimed to capture the challenges and opportunities facing Kenyan youth, focusing on those ages 15–34⁴ and reporting on younger adolescents (ages 10–14) where feasible.

The assessment, conducted during April through July 2020, identifies opportunities to optimally support youth and guide USAID/KEA toward a more strategic engagement with youth as: a) beneficiaries and participants of sustainable, Kenyan-owned development solutions that can be brought to scale over time, and b) key actors empowered to identify and prioritize challenges and propose innovative solutions.

The Mission identified the following research questions. The primary question the assessment will answer is:

“What are the specific sources of vulnerability, marginalization, and disaffection among Kenyan youth, and how can they be countered?”

The following questions guide the assessment:

1. What are the main subgroups of marginalized/vulnerable Kenyan youth? What are the defining characteristics separating these groups?
2. What are the routine challenges for youth in each subgroup? What are the common challenges all youth face? What are the unique challenges for selected subgroups?
3. What products/services do youth need to help them overcome the mentioned challenges faster and more effectively?
4. How can these products/services be best presented to youth? What would be the unique selling point or a unique value proposition for each?
5. What are youth's solutions to address these sources of vulnerabilities and disaffection or solutions that reflect youth's perspectives and priorities?

This report addresses the questions above. In addition, the CSYA includes a youth-friendly brief in the format of a comic book with talking points. Assessment results provide donors and development practitioners working in Kenya with information on opportunities for and challenges to supporting youth's journey from adolescence to adulthood.

PYD is both a philosophy and an approach to youth development that “engages youth along with their families, communities, and governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.” This approach has a proven positive impact across an array of outcomes and sectors in the United States and other high-income countries. Donors, governments, practitioners, and policymakers are increasingly looking to this approach to provide more holistic support for youth in low- and middle-income countries. USAID/KEA uses the PYD framework in its

⁴ The Kenya Constitution (2010) defines youth as 18–34 years. The Kenya Youth Development Policy (2018) includes young people ages 15–34 years in labor analyses.

youth programming as evidenced in programs like Yes Youth Can!, Kenya Youth Employment and Skills Program (K-YES), and Generation Kenya.

USAID/KEA's "youth-led, youth-managed, youth-owned" approach to the CSYA aligns itself with the PYD framework by using desk review findings to inform primary data collection with youth, who were facilitators and participants/informants. This was followed by youth-led Design Thinking sessions in which youth contributed solutions to their self-identified challenges.

The PYD Framework (see Figure 1) offers four domains through which the vision of healthy, productive, and engaged youth can be achieved:

Assets: Youth have the necessary resources, skills, and competencies to achieve desired outcomes.

Agency: Youth perceive and can employ their assets and aspirations to influence their own decisions about their lives and set their own goals, as well as to act on those decisions to achieve desired outcomes.

Contribution: Youth are engaged as a source of change for their own positive development and for that of their communities.

Enabling Environment: Youth are surrounded by an environment that develops and supports their assets, agency, and access to services and opportunities, and that strengthens their ability to avoid risks and stay safe, secure, protected, and live without fear of violence or retribution.⁵

⁵ An enabling environment encourages and recognizes youth while promoting their social and emotional competence to thrive. The term "environment" includes four key domains: (1) social relationships with peers and adults; (2) normative attitudes, norms, and beliefs; (3) structural laws, policies, programs, services, and systems; and (4) physical, safe, supportive spaces.

Figure 1. PYD Framework



Methods

The CSYA included three stages:

- 1) A desk review of more than 100 secondary sources that aggregates knowledge about youth including age, gender, and vulnerability based on previous data collection and analysis efforts and enables the assessment to identify knowledge gaps.
- 2) Ground Truth is a process of extensive virtual data collection and discussions with youth and youth-focused stakeholders to get the perspective of youth and those who work with youth, fill gaps identified in the desk review, and triangulate across all sources thereby validating findings. While challenging during COVID-19, data collection was participatory and successfully accessed target populations.
 - a) 18 focus group discussions (FGDs) with 130 youth using WhatsApp with young people (ages 18-26) from the bottom three economic quintiles⁶ in counties selected with USAID to capture a

⁶ During recruitment, youth were asked to compare their income and expenses. If they said they one of the following, they qualified as participants: I only have enough for food and transport but not much else, I have only enough for food but couldn't use transport, have to walk, or I don't even have enough for food.

variety of contexts. They include Nairobi, Mombasa, Isiolo, Kakamega, Homa Bay, and Nakuru (pilot).

- b) Key informant interviews with:
 - i) Six positive youth role models: four women ages 20-27 and two men ages 24-26;
 - ii) Three adults who routinely interact with young people in their communities as part of their formal employment or volunteer work;
 - iii) Nine stakeholders including businesses, program leaders, NGOs, and donors.
 - c) Six SMS Surveys with 7,630 Shujaaz fans⁷ ages 18- 26.
 - d) High-level trends on SMS and social media platforms (Facebook, Instagram, Twitter, and SMS) conversations among 1,720,364 Shujaaz fans ages 15-24.
 - e) Analysis of about 50,000 tweets collected from the “seed account” composed of followers of DJ Boyie⁸ and on Facebook and Twitter.
- 3) Five Youth-led Design Thinking Sessions with 41 youth facilitated by Young African Leadership Initiative (YALI) and youth bunge leaders with youth recruited by Shujaaz and the National Youth Bunge Association.

The counties selected for primary data collection are described below.

Table 2. Characteristics of Selected Counties

| County | Characteristics |
|---|--|
| Kakamega | Low rates of urbanicity, high rates of poverty and agriculture |
| Isiolo | Pastoralist culture, ethnic and tribal conflict, different social dynamics, land conflicts |
| Mombasa | Swahili and Muslim culture and social dynamics, high urbanicity and population density, high exposure to violent extremism and foreign cultures, high rates of informal entrepreneurship |
| Homa Bay | High rates of poverty, teenage pregnancy, and youth suicide |
| Nairobi, focus on informal settlements | High population density, limited access to resources, ethnic conflicts and co-existence, high exposure to violent extremism, high rates of teenage pregnancy and informal entrepreneurship |
| Nakuru (pilot) | Average urbanicity, high ethnic/tribal diversity, high rates of youth entrepreneurship |

⁷ Formerly known as The Well Told Story, Shujaaz is an innovative, socially oriented media research and production company focused on the positive transformation of young people in Kenya. Shujaaz has a network of over five million young fans (ages 15+) in Kenya. They have a strong social media network for engaging young people online.

⁸ The Shujaaz lead character, DJ Boyie is a 19-year-old high school drop-out, living in a house with his mother, a single parent, in an urban informal settlement. Through a radio station that he built in his house, DJ Boyie calls upon young people to come together and share solutions to their everyday challenges. As such, DJ Boyie represents a typical boy living in an East African urban informal settlement; but rather than complaining about his misfortunes, he takes an active position on his life, his financial status, governance in his country. In this way, he serves as an aspirational role model for young people who want to take control of their lives.

Demographic characteristics of participants are found in Table 33.

Table 3. Demographic characteristics of FGD participants by county

| Site | Female 18-22 | | Male 18-22 | | 23-26 | | | | Total |
|-----------------------|--------------|-------|------------|-------|--------------|--------------|------------|------------|-------|
| | Urban | Rural | Urban | Rural | Female Urban | Female Rural | Male Urban | Male Rural | |
| Nairobi | 8 | 0 | 8 | 0 | 4 | 0 | 4 | 0 | 24 |
| Mombasa | 7 | 0 | 7 | 1 | 4 | 1 | 3 | 0 | 23 |
| Kakamega | 4 | 3 | 1 | 6 | 2 | 2 | 1 | 3 | 22 |
| Isiolo | 3 | 4 | 1 | 7 | 0 | 5 | 1 | 1 | 22 |
| Homa Bay | 3 | 4 | 3 | 5 | 1 | 2 | 1 | 3 | 22 |
| Nakuru (pilot) | 6 | 0 | 3 | 2 | 3 | 0 | 1 | 2 | 17 |
| Total | 31 | 11 | 23 | 21 | 14 | 10 | 11 | 9 | 130 |

Much like the FGDs, the youth-led Design Thinking session participants were young men and women, ages 18-26 from the selected counties (see Table 44).

Table 4. Demographic characteristics of Design Thinking session participants by county

| Site | Female 18-22 | | Male 18-22 | | 23-26 | | | | Total |
|-----------------|--------------|-------|------------|-------|--------------|--------------|------------|------------|-------|
| | Urban | Rural | Urban | Rural | Female Urban | Female Rural | Male Urban | Male Rural | |
| Nairobi | 1 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 7 |
| Mombasa | 2 | 0 | 0 | 0 | 2 | 0 | 4 | 0 | 8 |
| Kakamega | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 6 | 11 |
| Isiolo | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 4 | 8 |
| Homa Bay | 0 | 2 | 0 | 3 | 0 | 1 | 0 | 1 | 7 |
| Total | 3 | 6 | 2 | 3 | 4 | 6 | 6 | 11 | 41 |

Additional details and protocols are provided in the Annexes.

Recruiters and interviewers used Institutional Review Board approved consent scripts in a language familiar to participants.

The report includes the following:

Desk review findings by sector in

III. DESK REVIEW: THE SITUATION OF YOUNG PEOPLE IN KENYA

The desk review included over 100 sources including recent survey data about young people, such as the 2019 census, and youth perspectives, such as those found in Next Generation Kenya reports. This section is divided into the following subsections:

- A. Key Youth Demographics provides a background on essential issues affecting youth including their proportion of the Kenyan population, where they live, age at which they marry, their poverty, unemployment, health, and education.
- B. Youth and Education dives deep into school access and retention, challenges for marginalized and poor youth, gender and school and work, and opportunities for success in school for vulnerable and marginalized youth.
- C. Employment and Economic Opportunities for Youth describes youth unemployment, underemployment and world of work including gender, favoritism, and corruption, the need for mentors and youth-friendly financial services, as well as a mismatch between how youth are prepared in the education system and the labor market.
- D. Health describes outcomes and issues affecting youth, access to health knowledge and services, which youth are most affected by each issues and where they live.
- E. Youth Participation and Civic Engagement describes how youth feel unheard, discriminated against, and marginalized; their desire to be heard, involved, and connected; link between employment and violent groups; youth concerns with non-political violence, and how youth networks can support connectivity and action.
- F. Snapshot of Youth Inclusion in the Current USAID Portfolio illustrates how much youth-inclusive activity USAID supports and that much of it is ending, as well as how coordination among stakeholders is necessary given the plethora of actors and tremendous funding supporting youth.

Table 65 presents a summary of sub-groups of youth who are most negatively affected by each issue, e.g., schooling, teenage pregnancy, by age, gender, and whether they live in rural or urban areas. For some issues, the desk review did not result in conclusions about a specific demographic—rural versus urban, for example—while for others, a specific demographic was a clear differentiator. The table should help guide program targeting for sub-populations, in conjunction with findings from the Ground Truth exercises and Design Thinking Sessions.

The term “assets” is defined as the necessary resources, skills, and competencies to achieve desired outcomes. Youth and those who champion them say young Kenyans are discriminated against because of their age and power is in the hands of their elders. We find that youth are marginalized by elders, family, community, and government regardless of where they live. While most youth are either unemployed or underemployed, these issues can be stronger for sub-groups by age, location, and gender.

Civic engagement and voice are more challenging among urban youth and women than rural youth and young men. Some issues are universal: poverty, youth with disabilities, corruption, and favoritism. Others are almost universal, such as access to health services, which are challenging to young men and women across age groups but are worse in rural areas. While young women are more likely to suffer from sexual discrimination and sexual and gender-based violence (SGBV), the issue is not exclusive to them. Early pregnancy between 10 and 19 years negatively affects the pathways of most girls who become mothers at a very young age.

Youth with considerable assets are most likely to be men older than 25 years who:

- Can rely on network, clan/tribe, and family support
- Completed tertiary education
- Work full-time in the formal sector
- Live in an urban setting with greater access to resources

Those with the least assets are most likely to be young women, 15-24 years, who:

- Lack work or engage in sex work (possibly unprotected)
- Lack schooling (altogether or did not complete form 4)
- Lack family or other social support
- Live in a rural setting with less access to resources
- Have multiple children
- Suffer from poor health, including HIV/AIDS and/or STIs

Table 5. Youth most negatively affected by issue by age, gender, location

| | 10-14 years | | 15-19 years | | 20-24 years | | 25-29 years | | 30-34 years | | Rural | | Urban | |
|---|-------------|---|-------------|---|-------------|---|-------------|---|-------------|---|-------|---|-------|---|
| Issue | F | M | F | M | F | M | F | M | F | M | F | M | F | M |
| Early marriage | | | | | | | | | | | | | | |
| Teenage pregnancy | | | | | | | | | | | | | | |
| HIV/STIs | | | | | | | | | | | | | | |
| Substance abuse | | | | | | | | | | | | | | |
| SGBV/sexual harassment: especially among transgender; sex workers; house girls | | | | | | | | | | | | | | |
| FGM | | | | | | | | | | | | | | |
| Youth with disabilities | | | | | | | | | | | | | | |
| WASH: worse in rural than urban | | | | | | | | | | | | | | |
| Poverty | | | | | | | | | | | | | | |
| Unemployment: more women | | | | | | | | | | | | | | |
| Underemployment | | | | | | | | | | | | | | |
| Lack of job experience | | | | | | | | | | | | | | |
| Corruption & favoritism | | | | | | | | | | | | | | |
| Access to health services | | | | | | | | | | | | | | |
| Schooling: 10% no formal; disabled, child labor; orphans; adolescent mothers & sibling minders; children discriminated against due to culture, religion and/or gender; Northern Kenya | | | | | | | | | | | | | | |
| Voice: especially lower socioeconomic, disabilities | | | | | | | | | | | | | | |
| Civic engagement | | | | | | | | | | | | | | |
| Marginalized by elders, family, community, government | | | | | | | | | | | | | | |

Most negatively affected by the issue Less negatively affected

- and Snapshot of Youth Inclusion in the Current Portfolio. The desk review found research from the perspective of youth, so the findings include youth voice and informed the design of the Ground Truth activities. The USAID portfolio illustrates current youth-inclusive programs and their youth-focused activities.

Findings from youth FGDs, and youth and other stakeholder interviews in The number of organizations in Kenya working with youth is overwhelming. USAID is one of many multi-lateral donors investing and supporting Kenyan youth. There are numerous NGOs, faith-based organizations, and Kenyan Government programs aimed at improving the lives of youth. They include the governments of Italy, China, and the Netherlands, the African Development Bank, DFID, Gesellschaft für Internationale Zusammenarbeit (GIZ), the International Labour Organization, Mastercard Foundation, HF Foundation, KCB Foundation, Moringa, Safaricom Foundation, The World Bank, the CocaCola Foundation, LinkedIn, Juakali, Andela, and LYNK.

A Dalberg analysis of youth workforce initiatives concluded that multiple coordination challenges currently exist in the Kenyan jobs ecosystem that affect youth: 1) siloed initiatives resulting in duplicated efforts and gaps; 2) lack of necessary labor market data informing programs; 3) limited efforts to address persistent issues, and 4) lack of dedicated oversight to maximize coordinated impact. Dalberg recommends an interactive map of interventions. Informants, as we will see in the next section, offer additional insights into engaging youth and facilitating youth development.

One such coordination effort is Joint Sub Sector Working Group (JSSWG) on TVET and Youth Employment, which was established in 2017 to provide members with a platform where they can work together to increase alignment of investments in the sector to maximize their investments and create a greater impact on national TVET reforms. The network is led by the Ministry of Education and comprises over 20 bilateral and multilateral development partners. The Development Partners Technical Working Group (TWG) on TVET and Youth Employment is the working-level technical group to implement the priorities of the JSSWG.

- Findings from *Ground Truth* provide pictures of the context in which youth live, their understanding of vulnerability, and their descriptions of the vulnerabilities they experience.
- *Results of the youth-led Design Thinking sessions* describe youth solutions to their challenges and the paths they recommend to reaching youth.
- *Summary of findings from primary data collection* brings together *Ground Truth* findings and *Design Thinking* session results, illustrating the interconnectedness of vulnerabilities and their sources. This picture informs the recommendations.
- The *Recommendations* section provides activity and program recommendations based on all of the assessment findings.
- *Annexes* provide additional details, protocols, and results that are referenced in the report.

IV. DESK REVIEW: THE SITUATION OF YOUNG PEOPLE IN KENYA

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- J. Health describes outcomes and issues affecting youth, access to health knowledge and services, which youth are most affected by each issues and where they live.
- K. Youth Participation and Civic Engagement describes how youth feel unheard, discriminated against, and marginalized; their desire to be heard, involved, and connected; link between employment and violent groups; youth concerns with non-political violence, and how youth networks can support connectivity and action.
- L. Snapshot of Youth Inclusion in the Current USAID Portfolio illustrates how much youth-inclusive activity USAID supports and that much of it is ending, as well as how coordination among stakeholders is necessary given the plethora of actors and tremendous funding supporting youth.

Table 65 presents a summary of sub-groups of youth who are most negatively affected by each issue, e.g., schooling, teenage pregnancy, by age, gender, and whether they live in rural or urban areas. For some issues, the desk review did not result in conclusions about a specific demographic—rural versus urban, for example—while for others, a specific demographic was a clear differentiator. The table should help guide program targeting for sub-populations, in conjunction with findings from the Ground Truth exercises and Design Thinking Sessions.

The term “assets” is defined as the necessary resources, skills, and competencies to achieve desired outcomes. Youth and those who champion them say young Kenyans are discriminated against because of their age and power is in the hands of their elders. We find that youth are marginalized by elders, family, community, and government regardless of where they live. While most youth are either unemployed or underemployed, these issues can be stronger for sub-groups by age, location, and gender.

Civic engagement and voice are more challenging among urban youth and women than rural youth and young men. Some issues are universal: poverty, youth with disabilities, corruption, and favoritism. Others are almost universal, such as access to health services, which are challenging to young men and women across age groups but are worse in rural areas. While young women are more likely to suffer from sexual discrimination and sexual and gender-based violence (SGBV), the issue is not exclusive to them. Early pregnancy between 10 and 19 years negatively affects the pathways of most girls who become mothers at a very young age.

Youth with considerable assets are most likely to be men older than 25 years who:

- Can rely on network, clan/tribe, and family support
- Completed tertiary education
- Work full-time in the formal sector
- Live in an urban setting with greater access to resources

Those with the least assets are most likely to be young women, 15-24 years, who:

- Lack work or engage in sex work (possibly unprotected)
- Lack schooling (altogether or did not complete form 4)
- Lack family or other social support
- Live in a rural setting with less access to resources
- Have multiple children
- Suffer from poor health, including HIV/AIDS and/or STIs

Table 6. Youth most negatively affected by issue by age, gender, location

| | 10-14 years | | 15-19 years | | 20-24 years | | 25-29 years | | 30-34 years | | Rural | | Urban | |
|---|-------------|---|-------------|---|-------------|---|-------------|---|-------------|---|-------|---|-------|---|
| Issue | F | M | F | M | F | M | F | M | F | M | F | M | F | M |
| Early marriage | | | | | | | | | | | | | | |
| Teenage pregnancy | | | | | | | | | | | | | | |
| HIV/STIs | | | | | | | | | | | | | | |
| Substance abuse | | | | | | | | | | | | | | |
| SGBV/sexual harassment: especially among transgender; sex workers; house girls | | | | | | | | | | | | | | |
| FGM | | | | | | | | | | | | | | |
| Youth with disabilities | | | | | | | | | | | | | | |
| WASH: worse in rural than urban | | | | | | | | | | | | | | |
| Poverty | | | | | | | | | | | | | | |
| Unemployment: more women | | | | | | | | | | | | | | |
| Underemployment | | | | | | | | | | | | | | |
| Lack of job experience | | | | | | | | | | | | | | |
| Corruption & favoritism | | | | | | | | | | | | | | |
| Access to health services | | | | | | | | | | | | | | |
| Schooling: 10% no formal; disabled, child labor; orphans; adolescent mothers & sibling minders; children discriminated against due to culture, religion and/or gender; Northern Kenya | | | | | | | | | | | | | | |
| Voice: especially lower socioeconomic, disabilities | | | | | | | | | | | | | | |
| Civic engagement | | | | | | | | | | | | | | |
| Marginalized by elders, family, community, government | | | | | | | | | | | | | | |

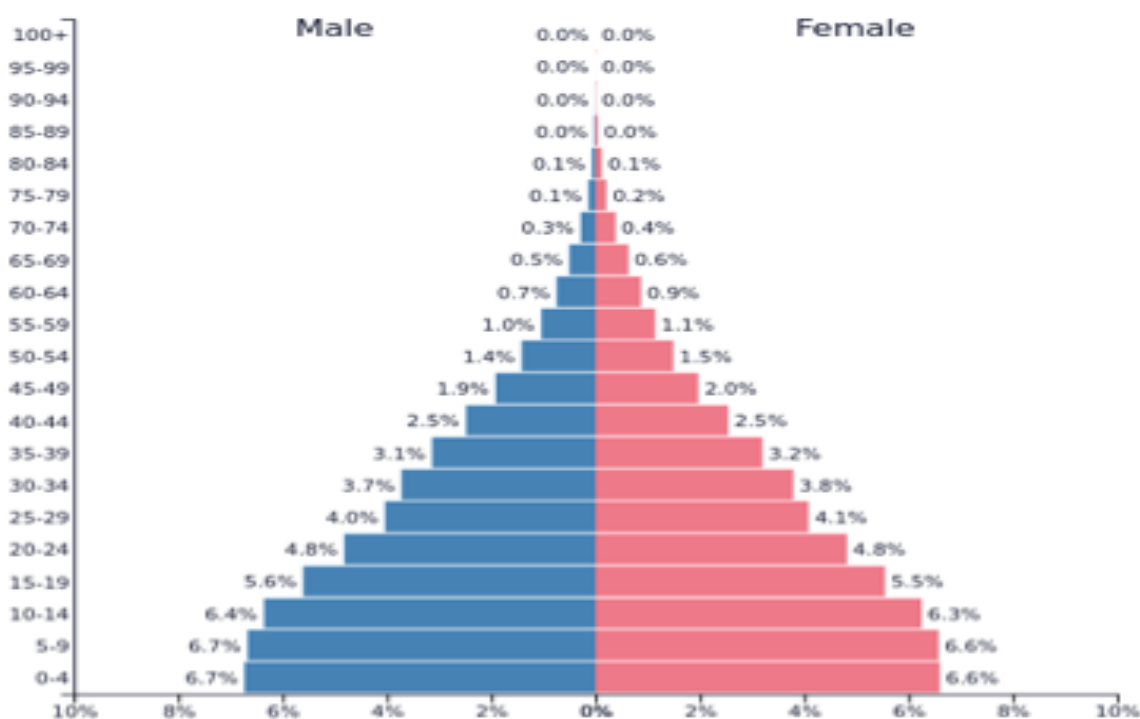
Most negatively affected by the issue Less negatively affected

A. KEY YOUTH DEMOGRAPHICS

Youth form the largest single population subgroup in Kenya. They typically live in or near poverty. While most school-age children attend school, there is a significant dropoff for many who miss secondary school. Most are literate, but not necessarily computer literate. Young Kenyans are disproportionately unemployed and underemployed. Youth (15-24 years) make up the largest new HIV infections and two out of three of them are young women. Other health concerns substance abuse, teenage pregnancy and mental health are growing. Most youth seek to solve their own problems, but they feel stymied and unsupported. They want to be heard and participate in all levels of decision making.

Kenya has a youthful demographic (Figure 2) similar to other countries in sub-Saharan Africa. Its total population is about 47.6 million.⁹ Seventy-five percent are under the age of 35 and about 29 percent are between ages 15-29.¹⁰ Most youth (88 percent) ages 15-24 are literate with no difference between boys and girls.¹¹

Figure 2. Population Pyramid



Source: Population Pyramid.net, Kenya 2019

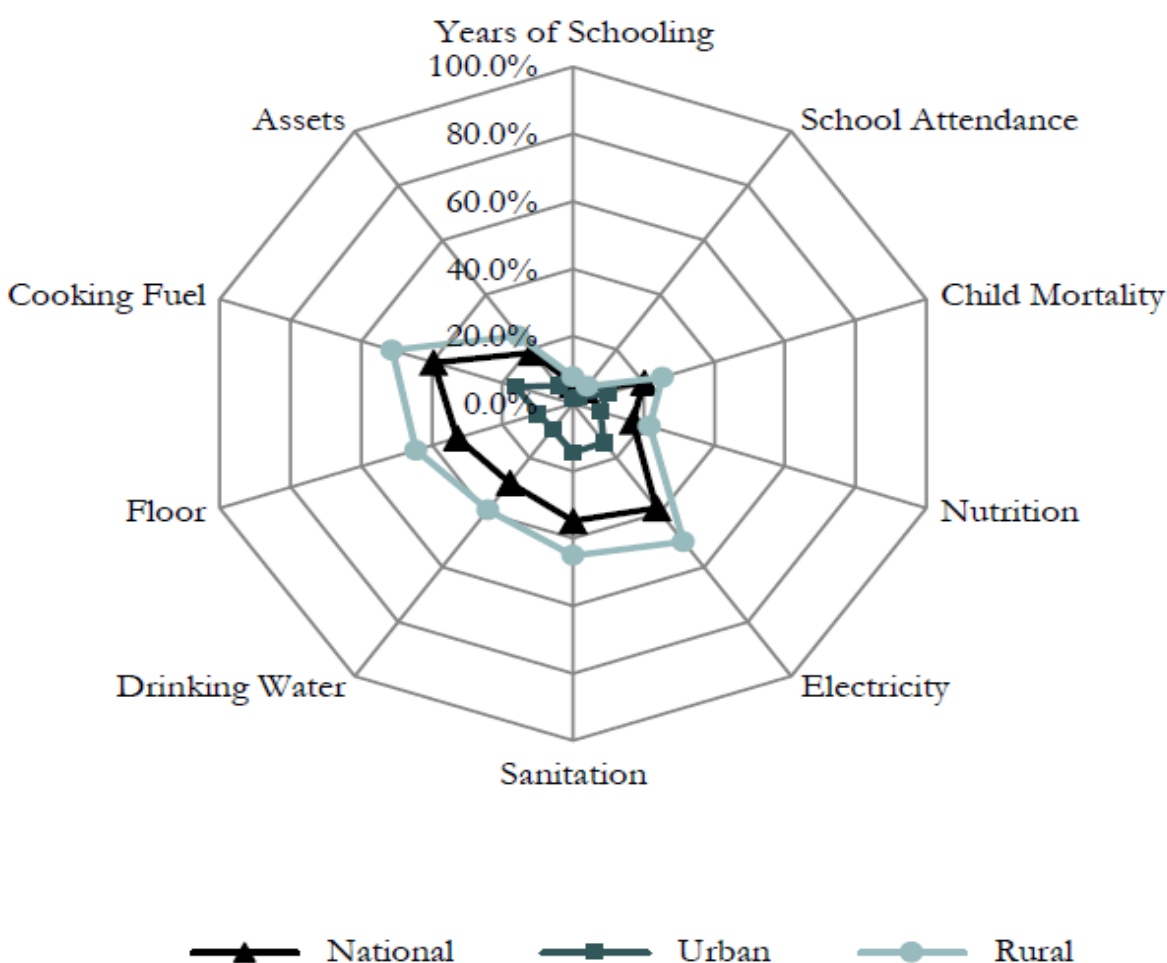
⁹ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume I: Population by County and Sub-County (November 2019).

¹⁰ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 3: Distribution of Population by Age, Sex and Administrative Units (February 2020).

¹¹ World Bank. World Development Indicators. 2018.

Nearly 70 percent of Kenyans live in or near poverty.¹² Most Kenyans will experience shifts in and out of monetary poverty throughout their lives. Rural people experience more monetary poverty, which varies greatly by county. Kenya's Gini coefficient of 40.8 represents the extent of income inequality across the population's wealth quintiles (where 0 is perfect equality and 100 perfect inequality).¹³ Multidimensional poverty illustrates how people are poor beyond monetary poverty (see Figure 33 Dimension of Deprivation). Kenyan families may be deprived in household living conditions, such as cooking fuel, floor material, drinking water, sanitation, electricity, and fewer years of schooling with rural populations suffering more.¹⁴ These deprivations put youth at risk of not reaching their full potential. Approximately one-third of Kenya's population is experiencing multidimensional poverty.¹⁵

Figure 3. *Dimension of Deprivation*¹⁶



¹² USAID/Kenya and East Africa. Engaging Kenyans to Lead the Journey to Self Reliance: What does the data show and what do Kenyans' think? January 2020.

¹³ World Bank, Development Research Group. 2015 data.

¹⁴ <https://data.worldbank.org/indicator/SI.POV.GINI?locations=KE&view=map>

¹⁵ Diwakar, Vidya and Shepherd, Andrew. Understanding Poverty in Kenya: A multidimensional analysis. Chronic Poverty Advisory Network. Overseas Development Institute. December 2018.

¹⁶ Samuel Hall. Youth Employment in Kenya: Literature Review. British Council. October 2017.

¹⁷ Ibid. Figure 10, p15.

Lack of jobs, jobs mostly in the informal sector, and a young population outpacing the growth of agricultural opportunities means increasing unemployment for youth. Unemployment among youth is highest among urban women and lowest among rural men.¹⁷ Underemployment is also a serious challenge for youth, sometimes leaving them dependent on family, and appears to be most pronounced in rural areas.¹⁸

Working youth include 10.1 million ages 18–34 and 4.1 million ages 15–24.¹⁹ Yet youth comprise nearly 17 million (ages 15–34) suggesting high unemployment, some of whom may account for the 19 million people described as outside the labor force (neither working nor seeking work) during the 2019 census. The latest census data suggest the potential increase in the number of disaffected youth.

EFFECTS OF COVID-19 ON YOUTH

In a May 2020 SMS poll, 95% of young people said they earned less than \$3 last week: that is double from a 2019 youth survey. Three out of four youth said they went to bed hungry at least one-night the previous week, and just under half of those said they went to bed without food for more than three days.

“Most young Kenyans are now living in extreme and unsustainable poverty. And as we all know, the ripple effects of a crisis like this one don’t stop at rising debt, or even at malnutrition. So many of the indicators we’ve all worked to improve in the last decade are being thrown into freefall. Young people who are hungry and running out of options are incredibly vulnerable to transactional sex, to turning to petty crime or even to radicalization. And, as the threat of day to day hunger overtakes the fear of COVID-19, compliance with vital public health measures is falling too.”

Sources: Shujaaz Inc. COVID-19 Barometer. 29 May 2020.

Employment is either for others or for oneself. It can be in the formal sector, e.g., employed by a registered business or working in one’s own registered business, or in the informal sector for others or for oneself. Informal sector work is sometimes confused with livelihood, which is the sum of everything a person does to obtain money or goods to fulfill needs. Many people in Kenya, especially youth, engage in multiple activities to meet their daily needs. The current lack of mobility due to lockdowns and the pandemic (see box above) hampers young people’s ability to earn and therefore to meet their (and their families) basic needs. While this is a countywide problem, youth in rural areas are finding it more difficult to replace their lost income.²⁰ Youth feel left out of COVID-19-related decision making and mitigation strategies.²¹

¹⁷ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

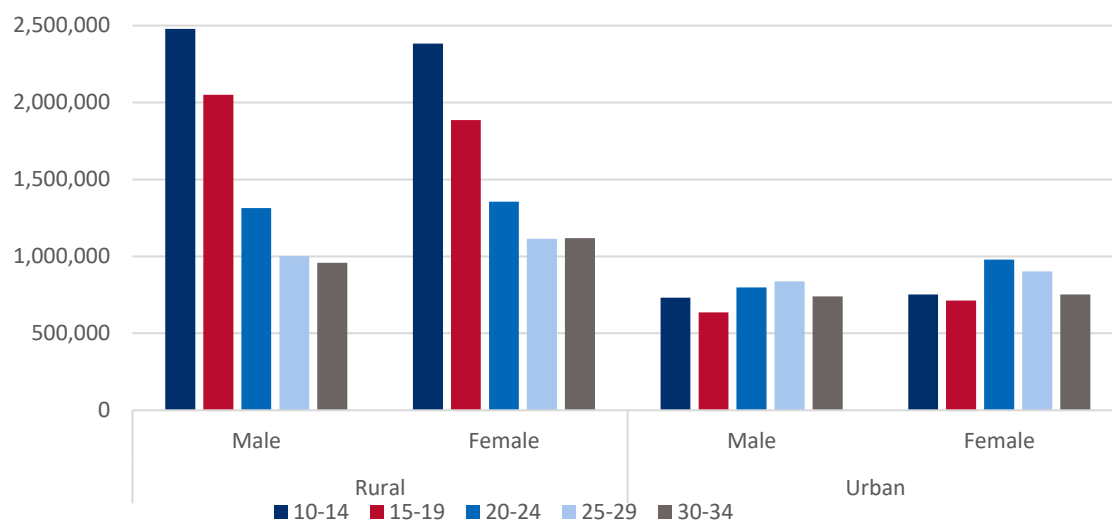
¹⁸ Ibid.

¹⁹ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

²⁰ Shujaaz Inc. COVID-19 Barometer. 29 May 2020.

²¹ Ibid.

Figure 4. *Where Youth Live by Age and Rural/Urban*



Most youth live in rural areas. Kenya has a large rural population though that is changing with increased urbanization as people seek work and services (see Figure 44 Where Youth Live by Age and Rural/Urban).²² Access to health services are harder for youth in rural areas. Rural youth are more likely to leave school early, which is a function of several factors including poverty.

About one out of 10 children between six and 17 have never been to school despite free and compulsory basic education for primary and secondary school.²³ School enrollment is lowest in areas with the highest poverty rates including arid and semi-arid lands (ASAL) and urban informal settlements.²⁴ Access to education affects the most marginalized children including those “with disabilities; children engaged in child labour; orphans; adolescent mothers and sibling minders; children affected by and living with HIV and AIDS; and children discriminated against based on culture, religion, and/or gender.”²⁵ Older children (ages 15–17) are more deprived than those ages 5–14.²⁶

During the pandemic, educators look for ways to reach youth in their homes, but that is not feasible for most young Kenyans, as they lack the means to connect to the internet. As income opportunities disappear and savings dwindle, young Kenyans can no longer afford bundles of airtime to access the internet on their phones. Very few have computers or use computers.

²² Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 3: Distribution of Population by Age, Sex and Administrative Units (February 2020).

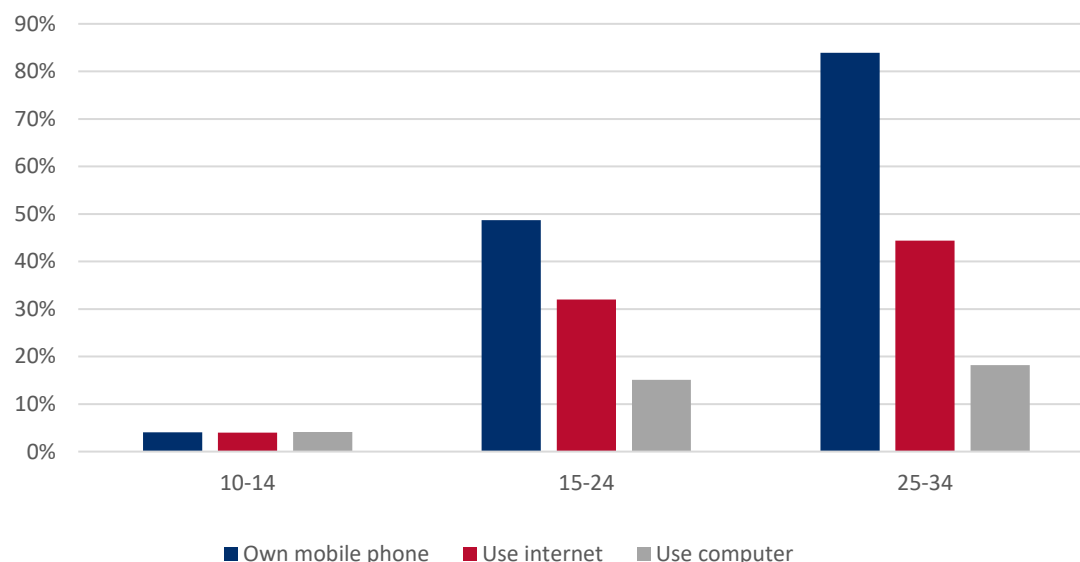
²³ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

²⁴ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

²⁵ Ibid.

²⁶ Kenya National Bureau of Statistics and UNICEF. Child Poverty in Kenya: A Multidimensional Approach. 2017.

Figure 5. Ownership and Use of Technology by Age



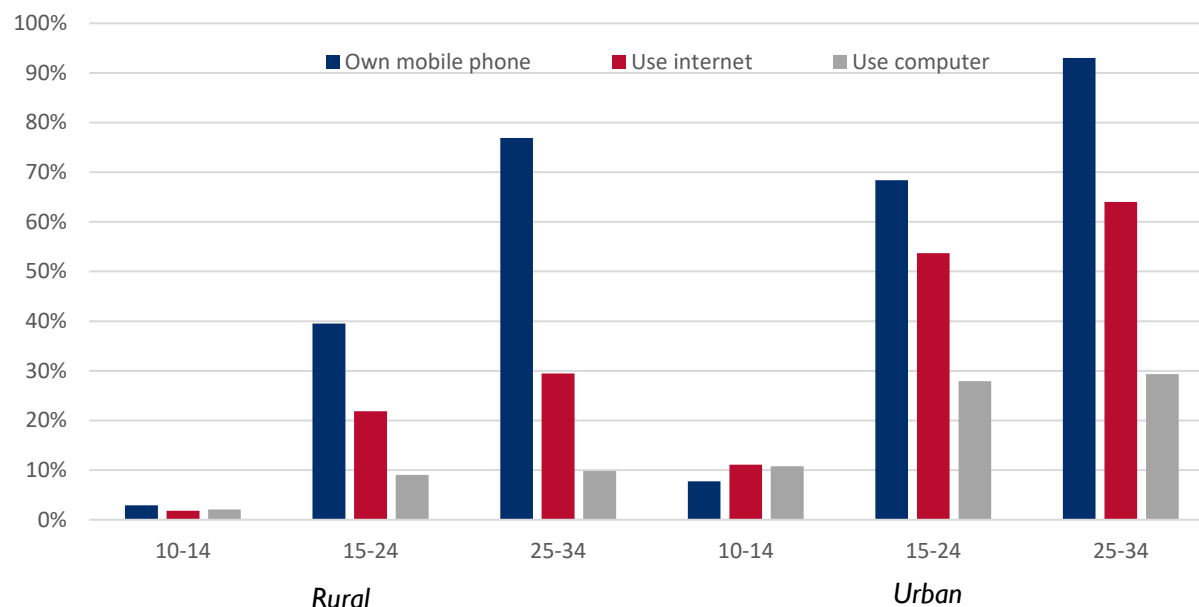
Youth mobile, internet, and computer/tablet use increase with age. Ownership and use of mobile phones, internet and computer/tablet increase with age (see Figure 55). Ownership and Use of Technology by Age) and urban adolescents and youth are far more likely to own and use technology than their rural peers (see Figure 66).²⁷ Among those with mobile phone access, youth use it to access social media (98 percent) and the internet (94 percent).²⁸ Young women, more than young men, may be suffering more from economic challenges as they experienced reductions in mobile ownership between 2016 and 2018: urban women (ages 15–19) and urban males (ages 15–24) showed increasing mobile ownership.²⁹

²⁷ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

²⁸ Shujaaz. The State of Kenyan Youth: Media. 2018.

²⁹ Ibid.

Figure 6. Ownership and Use of Technology by Age and Rural/Urban Context



Increasing access to multiple media, including mobile phones, has the potential for engaging youth in non-formal education, civic affairs, and livelihood opportunities. This can be a way to reach out-of-school youth with appropriate supports.³⁰ In some parts of the United States, for example, schools are providing laptops for students in need while internet providers are providing student households with free internet during the pandemic while children engage in virtual education. Even prior to the pandemic, cost was a significant barrier to accessing mobile information and content, especially for marginalized groups such as rural youth and young women.³¹

School going is challenging without the pandemic for many youth Kenyans. School-going typically ends for girls when they are pregnant or when they give birth. While some programs support young mothers returning to school, such as Afya Jijini, most new mothers, like disabled youth, miss school. Lack of education affects young people's earnings over their lifetimes. Young women also typically leave school when they marry.

One in five girls between ages 15- 19 is pregnant or already a mother.³² Kenya is ranked 122 of 176 countries on the End of Childhood Index.³³ In addition to teenage pregnancy, young Kenyans are at risk of harmful practices such as female genital mutilation (FGM), sexual and gender-based violence

³⁰ Fawcett, Caroline, Hartwell, Ash, and Israel, Ron. Out of School Youth in Developing Countries: What the data do (and do not) tell us. 2010.

³¹ Raftree, Linda. Landscape Review: Mobiles for Youth Workforce Development. Aguirre Division of JBS International. August 2013.

³² Muturi, Glory Ngatha. Teenage Pregnancy in Kenya: Gloom and Doom in Education, Health. Republic of Kenya, National Council for Population and Development. 2020.

³³ Geoghegan, Tracy. Global Childhood Report 2019: Changing Lives in Our Lifetime. Save the Children. The Index consists of the following indicators: Under-5 mortality rate; Child stunting; Out-of-school children, adolescents and youth; Child labor; Adolescents currently married or in union; Adolescent birth rate; Population forcibly displaced by conflict, Child homicide rate.

(SGBV), injuries from road accidents, substance abuse, and mental health challenges. Noncommunicable diseases are rising, costing the Kenyan economy approximately 3.4 percent of Kenya's gross domestic product in 2016.³⁴ New HIV infections among adolescent girls are also rising. Health is a factor in multidimensional poverty.

Young women are more likely to be married than men. On average, youth marry in their 20s, men later than women (25.3 years-old and 20.2 years-old, respectively). Fewer girls are married by age 15 than previously; half have had their first sexual intercourse by age 18. Young women (15–29) are more likely to be married than men, though a woman's likelihood of being married by 18 is dropping. Marital status evens out for men and women in their early 30s when about three of four report being married. Demographic characteristics including living in a rural area, having less education, and being poor affect women's age of first marriage far more than men's age at first marriage.³⁵

B. YOUTH AND EDUCATION

Kenya has had success in increasing education quality and primary and secondary school enrollment in the process of growing its working-age population's capacity to grow the economy. Youth generally value education though one in 10 continues to lack any formal schooling. Access, due to cost and location, and school retention remain challenges that young people experience differently.

Access to school and retention are challenges for youth. While most adolescents and youth are in school, approximately one in 10 have never been to school.³⁶ The overall country outlook (Figure 77 In School by Age and Sex and Figure 88 Never at School by Age and Sex) disguises challenges among education access for marginalized, poor, and underserved groups, such as those in Northern Kenya where primary enrollment in North Eastern Province is below 30 percent and secondary school enrollment in Marsabit County is less than five percent.³⁷ In ASAL, among nomadic communities whose main occupation is pastoralism, the main barriers to education are lack of appropriate infrastructure and delivery methods.³⁸ The 2013 Basic Education Act established the National Council for Nomadic Education in Kenya (NACONEK) to expand educational opportunities for these groups.³⁹

³⁴ Mensah, Julia, Julius Korir, Rachel Nugent, and Brian Hutchinson. 2020. "Combating Noncommunicable Diseases in Kenya: An Investment Case." Development Knowledge and Learning. World Bank, Washington, DC.

³⁵ Kenya National Bureau of Statistics. 2014 Kenya Demographic and Health Survey (2014 KDHS).

³⁶ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

³⁷ Amref Health Africa in Kenya. USAID KENYA APMIPLUS IMARISHA: FINAL PERFORMANCE REPORT. March 15, 2012 – August 31, 2019. Award No: AID-623-A-12-00015. October 2019.

³⁸ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

³⁹ No reports or documents found on NACONEK website (<https://www.naconek.go.ke/reports-and-publications/>) on 17 April 2020.

Figure 7. In School by Age and Sex

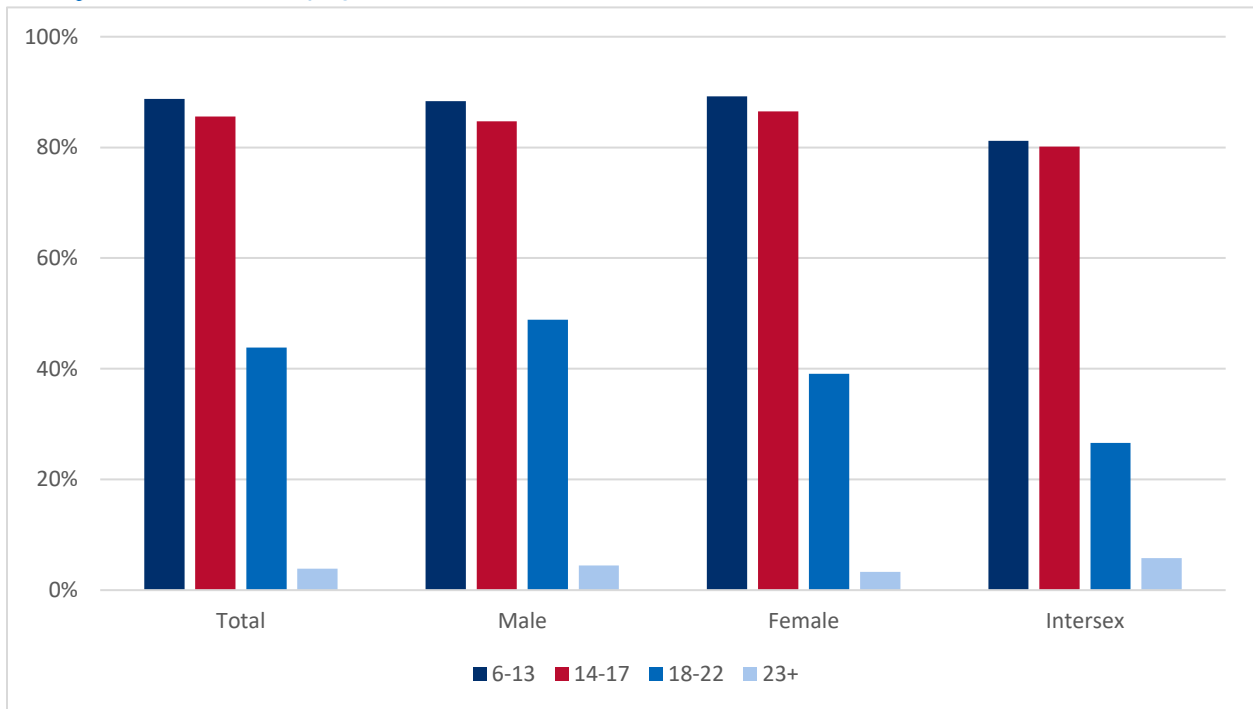
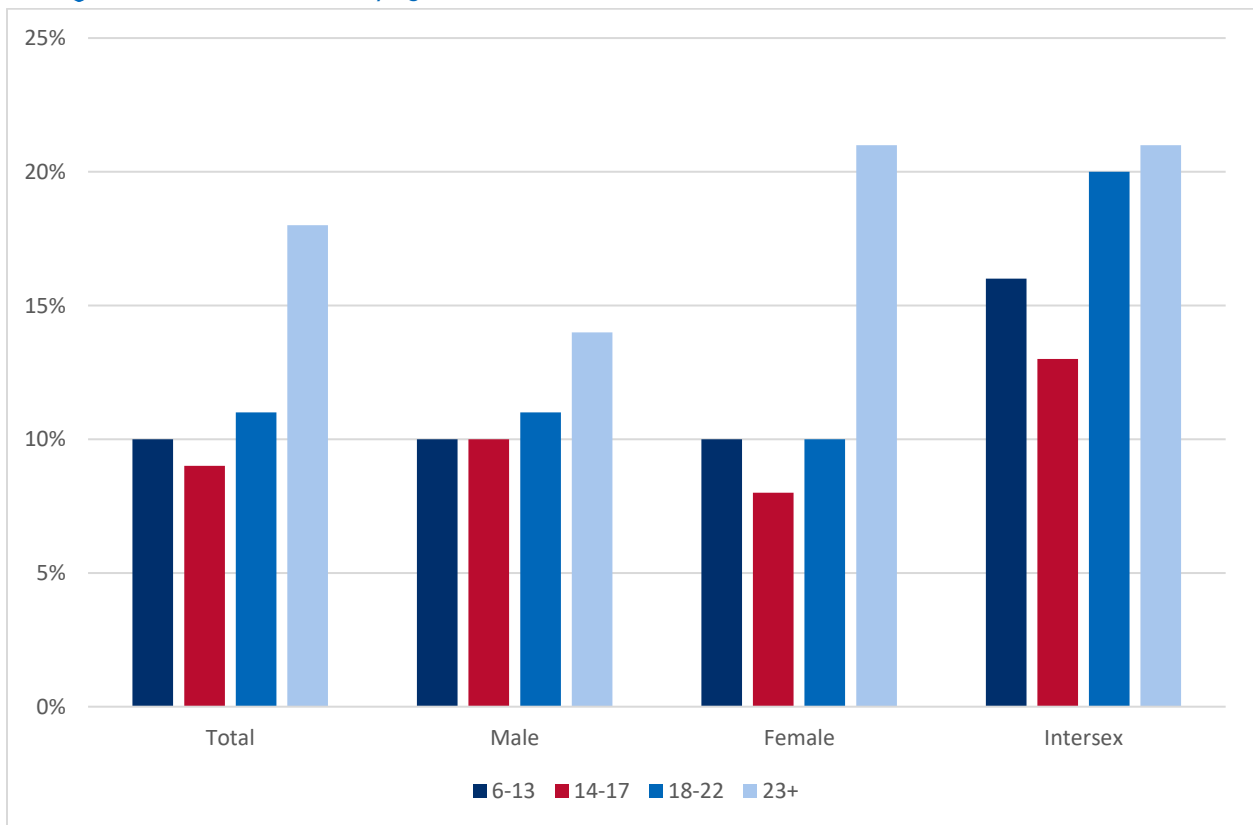


Figure 8. Never at School by Age and Sex



Counties in which children (ages 5–17) suffer the highest education deprivation include (from 69 percent to 44 percent): Mandera, Wajir, Garissa, Turkana, Tana River, Marsabit, West Pokot, Samburu, and Kilifi.⁴⁰ Children in informal settlements around large cities such as Nairobi, Mombasa, Kisumu, and Garissa may have difficulty enrolling in public school and may not be able to afford private school, as the government of Kenya does not subsidize the cost.⁴¹ Some students may not be able to pass the Kenya Certificate of Primary Education exam, including those in areas like Turkana, where students and many teachers may not speak Kiswahili and English. Single and double orphans and children with disabilities (17 percent have never attended school)⁴² are also more likely to miss out on secondary school than their peers. Census data illustrate a high dropout rate before entering secondary school: 10.0 million people were attending primary school in 2019 and 3.4 million were attending secondary school.

Free and compulsory does not mean no cost for secondary school. Access to secondary school may be improving with government subsidies and a cap on secondary school fees with a total annual cost of KSh7900 (US\$77) for public schools.⁴³ Youth ages 19–24 said financial constraints are the primary barrier, but other barriers exist, especially for girls.

Gender and dropouts. Early marriage and pregnancy are additional barriers for young women.⁴⁴ For poor families, education for girls may be the first expense dropped.⁴⁵ Among those interviewed, 33 percent of female dropouts left because of pregnancy and 11 percent due to marriage.⁴⁶ Other barriers affecting girls include lack of safe and appropriate sanitation facilities, perceiving secondary school attendance as reducing their marriageability, and heavy domestic workloads.⁴⁷ Boys are more likely to drop out to work.⁴⁸

Tertiary education fields are gendered. In terms of training, some fields are dominated by women such as health and human medicine (clinical officers, nurses, physiotherapist), while others are dominated by men including engineering and technology (civil electrical and electronics, mechanical, chemical, aeronautical biosystems) where men are at least 10 times more likely than women to have training. Business (commerce, accounting, finance, marketing, administration, management, insurance, hotel management, tourism, etc.) is a popular field for both men and women. See Figure 9.9 Training by Field and Sex for a comparison of popular fields with more than 100,000 trained people, ages 15 years and older. In addition, young women were more likely than men to leave school prior to completing their degree (see Figure 10.0 Left School Prior to Degree Completion).

⁴⁰ Child Poverty in Kenya: A Multidimensional Approach. 2017. Education index includes the following indicators: Grade-for-age delay of more than two years (for under 15 years) and more than three years if 15–17 years; school attendance; illiteracy despite primary school completion (for those aged 15–17 years).

⁴¹ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

⁴² USAID/Kenya and East Africa. Engaging Kenyans to Lead the Journey to Self Reliance: What does the data show and what do Kenyans' think? January 2020.

⁴³ Oxford Business Group. The Report: Kenya 2017. <https://oxfordbusinessgroup.com/overview/quantity-and-quality-education-reform-seeks-increase-access-and-standards>.

⁴⁴ British Council. Next Generation Kenya: Listening to the voices of young people. 2018, and UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

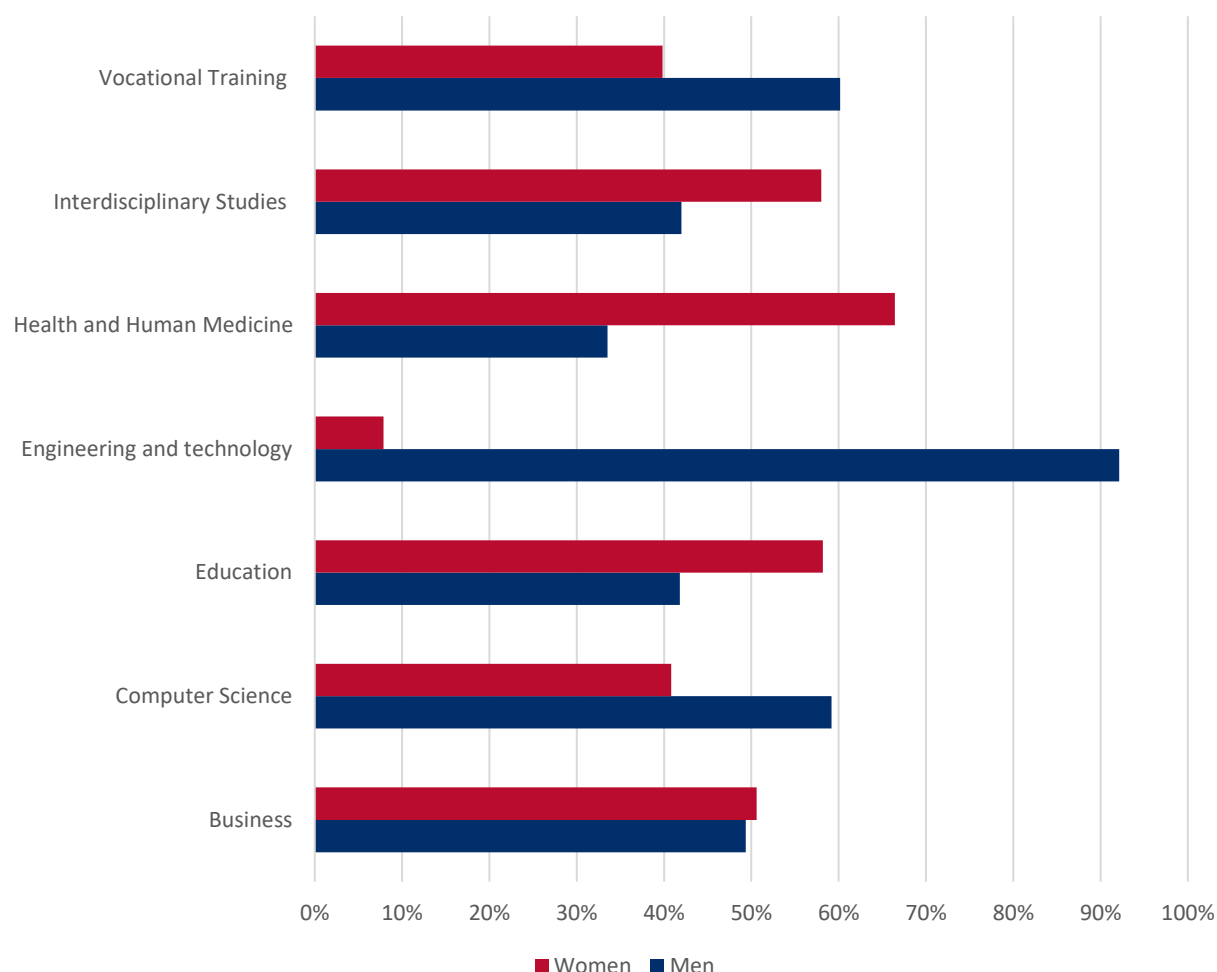
⁴⁵ Ibid.

⁴⁶ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

⁴⁷ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

⁴⁸ Ibid.

Figure 9. Training by Field and Sex



Vulnerable and marginalized youth dream of tertiary education, but it is rarely accessible.

Youth aspire mostly for university degrees (75 percent), but some aspire to (nine percent) vocational education.⁴⁹ The APHIAplus Nuru ya Bonde program worked with in- and out-of-school youth. They found that engaging adolescent boys and girls (ages 14-17) in vocational training with apprenticeships matched the needs of youth and the labor market.⁵⁰ The Global Give Back Circle makes tertiary education accessible to disadvantaged girls transitioning from secondary to tertiary school with a scholarship, living expenses, and ICT training.⁵¹ The latter is necessary for success in school. Wings to Fly also supported tertiary education with scholarships, finding that mentoring is integral to the students' success.⁵²

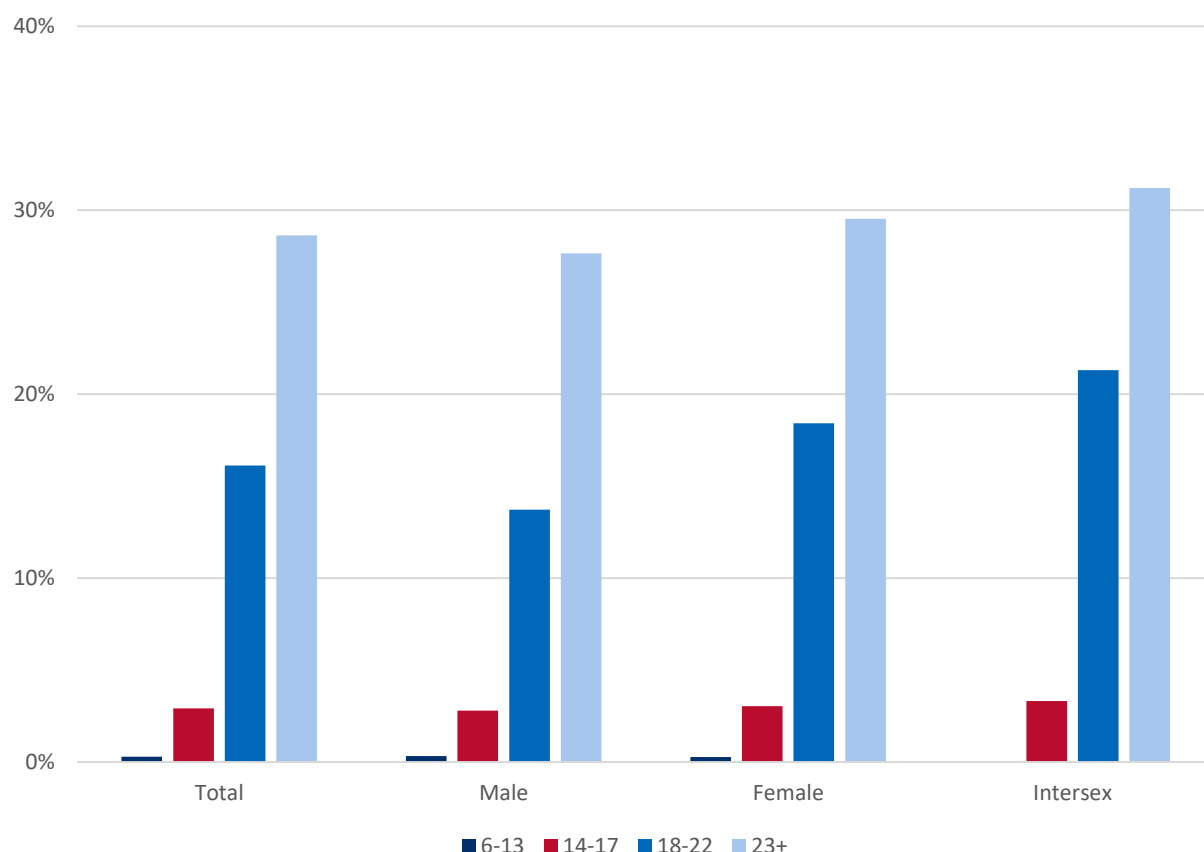
⁴⁹ Shujaaz. It's All About the Money: 2017.

⁵⁰ FHI 360. USAID Kenya APHIAplus Nuru ya Bonde End-of-Project Report. 2018.

⁵¹ Global Give Back Circle program. Mid-Term Performance Evaluation Report. July 1, 2013.

⁵² Leigh, Stuart, Ochieng, Edwin and MSI. Wings to Fly Mid-term Performance Evaluation. 2015.

Figure 10. *Left School Prior to Degree Completion*



Strategies for increasing women in science, technology, engineering, and math (STEM) are doable.⁵³ Strengthening primary and secondary education STEM classes, providing comprehensive career counseling starting no later than secondary school, strengthening the bridge between secondary and tertiary schools, and offering foundation courses in tertiary schools can help young women access STEM programs. For example, CUNY offers women-only bootcamps with female leaders in technology as role models.⁵⁴

Distance learning, targeted free tuition, and mentors can increase enrollment and success of the most economically poor youth.⁵⁵ Thailand's two open universities enroll just over half the tertiary school population reaching out to rural areas and the most economically disadvantaged; enrollment includes more than 25 percent of those from the lowest wealth quintile. Targeted free tuition allowing the poorest to attend school without fees is available in several countries. Arab Open University uses analytics to identify vulnerable students and offer targeted solutions such as zero-credit mandatory math courses that help youth develop requisite math skills to succeed in core courses.⁵⁶ Mentors provide support through calls, texting, and emails, especially useful, but not exclusively, for distance learners. As universities are mostly in urban areas, regional universities can serve as hubs with

⁵³ World Bank. 2019. Improving Higher Education Performance in Kenya: A Policy Report. World Bank.

⁵⁴ https://women.nyc/wp-content/uploads/2019/10/women.nyc_tech_guide.pdf

⁵⁵ World Bank. 2019. Improving Higher Education Performance in Kenya: A Policy Report. World Bank.

⁵⁶ The result was a 34 percent reduction in dropout from first-level math courses.

incubation centers, providing opportunities to rural youth, to connect mentors with students, and use virtual modes to extend programs to rural areas. Kenya's national education strategy includes establishing the Open University of Kenya (OUK) with 30 percent of degree programs available through an e-learning mode by 2022. The mentorship relationship was perceived as the most rewarding apart from the scholarship from Kenya's Global Give Back Circle Program.⁵⁷

The economy depends on the expansion of tertiary education to benefit from the youth bulge and meet the goals laid out in Kenya's Vision 2030: Kenya needs creative, trained problem-solvers. For some, this means focusing on STEM disciplines.⁵⁸ The tertiary education system requires better quality and relevance to improve the likelihood of graduates' employment, "improving institutional and sector-wide governance to promote efficiency, and the need to scale up and improve systems to support student finance."⁵⁹ With just over half a million enrolled in TVET and about 471,000 in university in 2019,⁶⁰ Kenya will need to carefully address the interests of students, needs of the labor market and the country with limited resources.

Perspective on Education

Youth are mixed in the belief that their future will be bleak without the right education.⁶¹ For instance, youth in the Eastern Lower, Eastern Upper, and North Eastern sub-regions seldom (15 percent) believe education is key to success. This perspective may represent a belief in the value of personal connections. Youth (ages 19–24) who completed primary or secondary school had no better employment prospects, though those who dropped out before graduating said they would return to school to complete their degree if given the opportunity: Girls (66 percent) were somewhat more interested than boys (52 percent). The Support for Orphans and Vulnerable Children in Nairobi and Coast Counties in Kenya (Nilinde) project helped out-of-school youth (over 18 years) transition into employment with youth savings and loans associations (YSLA). YSLAs provided life skills, employability, and SRH training, and provided adolescent peer-to-peer support groups in which youth found social support among those with similar experience.⁶² Theatre for Enhancement and Acceleration of Researched Solutions (TEARS) provided ICT and entrepreneurship skills training to young people in Rift Valley using Hewlett-Packard Learning Initiative for Entrepreneurs (HP LIFE) skill-based curriculum with life skills.⁶³ Nearly four in five youth trainees said face-to-face interaction was the most useful in learning, followed by practical computer exercises (73.8 percent).⁶⁴

Youth believe the quality of education is improving in Kenya. While almost two out of three interviewed (ages 19–24) felt Kenyan education was not up to international standards, 87 percent agreed that the quality of education is improving. They also felt that teachers want students to succeed (85 percent) and are knowledgeable about their subjects (81 percent).⁶⁵ Three areas of improvement were identified: 1) school facilities where youth felt money was diverted by politicians and administrators for personal use; 2) safety, as many students feel unsafe,

⁵⁷ Global Give Back Circle program. Mid-Term Performance Evaluation Report. July 1, 2013.

⁵⁸ Blom, Andreas, Raza, Reehana, Kaimba, Crispus, Bayusuf, Himdat, Adil, Mariam. Expanding Tertiary Education for Well-Paid Jobs: Competitiveness and Share Prosperity in Kenya. World Bank Group. 2016.

⁵⁹ Ibid.

⁶⁰ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

⁶¹ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

⁶² Plan International. USAID Kenya Support for Orphans and Vulnerable Children in Nairobi and Coast Counties of Kenya (Nilinde) End of Project Report. 2019.

⁶³ Vinogradova, Elena. HP LIFE Program Process and Outcome Evaluation Report. 2012.

⁶⁴ Ibid.

⁶⁵ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

especially girls partially due to sexual harassment by teachers; and 3) workplace preparation, as education and workplace skills are not well matched.

Youth have mixed feelings about Technical and Vocational Education and Training (TVET). More than half of interviewed youth (ages 15–24) believe that a university education is more valuable than TVET, but nearly one of three disagreed. In focus group discussions, 15- to 24-year-olds equated TVET with failure: TVET needs upgrading, better teacher training, and modern curricula to be relevant.⁶⁶ The Kenya Youth Employment and Skills Program (K-YES) seeks to improve youth perception of TVET. While the program is associated with increasing TVET enrollment, it may not be sustainable, as increases are linked with student bursaries.

C. EMPLOYMENT AND ECONOMIC OPPORTUNITIES FOR YOUTH

Youth are more likely to be unemployed and underemployed than other working age Kenyans. They would prefer to work in white collar jobs in the formal sector, but they understand that those jobs are scarce. Barriers to work include lack of soft skills, according to employers, but also practical, technical skills and knowledge and experience. Gender and corruption and favoritism play a role in access to jobs. Older youth, especially those with tertiary education, and employers, portray a disconnect between the labor market and school curriculum. The most common employment among youth is their own hustles, but they are stymied by the lack of youth-friendly financial services to start a business. They feel strongly that they need mentors to show them the way.

“Unemployment in Kenya is a youth problem.” Youth unemployment is higher (35 percent) than the national unemployment rate (10 percent).⁶⁷ Informal jobs have grown tremendously compared with formal jobs, making youth unemployment a labor demand problem.⁶⁸ Thus the informal sector is key to youth employment, though it is characterized by “job insecurity, poor wages and terms and conditions of employment, absence of institutionalized social protection mechanisms, weak safety and health standards, and low job tenure.”⁶⁹ Youth are often engaged in microenterprises (estimated 1.7 million household enterprises) with about 37 percent owned by, mostly, older youth (ages 25–34; more urban than rural).⁷⁰ Job scarcity and youth desire for work and interest in entrepreneurship suggest supporting businesses. Youth need “leadership development opportunities, finance, and links to wider markets. Include leadership, soft skills, and digital skills in training and education systems to increase the success of young job seekers.”⁷¹ Additional recommendations include linking education and training institutions with the private sector, increasing easy access to finance by reducing risk, and leveraging technology to increase impact and making scaling-up possible.⁷²

⁶⁶ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

⁶⁷ Franz, Jutta, Omolo, Jacob. Youth Employment Initiatives in Kenya: Report of a Review Commissioned by the World Bank and Kenya Vision 2030. 2014.

⁶⁸ Ibid.

⁶⁹ Ibid.

⁷⁰ Ibid.

⁷¹ Wallace, Lindsay. “The urgency of security employment for youth in Africa” in *Harnessing Africa’s Youth Dividend: A new approach for large-scale job creation*. Brookings Institution. 2019.

⁷² Ibid.

Professional Services Contractors

Lynk, a company in Kenya that vets professional services contractors, has successfully harnessed ICT to create a technology platform for informal sector workers. Lynk vets workers and invests in onboarding and upskilling, resulting in “most workers seeing a two- to three-fold increase in monthly income.” Lynk also provides logistics and warehousing support, material wholesaling, and ongoing skill training. CEO and co-founder, Adam Grunewald, writes: “As we see in the case of Lynk, indigenous platforms that are customized to the needs of a local ecosystem can serve as both a compelling source of jobs and income, as well as an effective channel for formalization, inclusion, and economic development.”

Source: “A gig economy solution to boost employment in Africa” in Harnessing Africa’s Youth Dividend: A new approach for large-scale job creation. Brookings Institution. 2019.

These recommendations reflect those described by youth in interviews, surveys, and group discussions and reflect the findings of this literature review regarding youth employment in Kenya. The “youth employment problem,” however, is multisectoral and cannot be addressed through livelihoods, education, or financial access alone. These issues are further described in this section.

The greatest concern of youth is earning income. Unemployment and underemployment are high. Approximately 800,000 youth enter the Kenyan labor market annually, but only 15 percent acquire formal jobs.⁷³ The Kenyan economy must grow to absorb more labor, though youth sub-groups are not equally prepared. In addition to skills, youth employment is affected by age, gender, education, origin, and social status.⁷⁴ These factors mean that not every youth is affected by unemployment (or underemployment) equally.

For example, unemployed youth ages 18–25 with primary or secondary school completion are most affected, while those who completed their tertiary education are likely to experience temporary unemployment (though this is a small group, estimated 18,000),⁷⁵ though one in two university graduates are not employed full-time.⁷⁶ Older youth (ages 25–34) are more likely to be working and seeking work than younger youth (see Figure 111 Distribution of Population by Activity). Rural youth are more likely to be working than urban youth, while urban youth are more likely to be job seeking than rural youth (see Figure 122 Distribution of Population by Activity and Rural/Urban).⁷⁷ The largest number of youth are in Nairobi and Kaimbu, though the largest share of vulnerable youth are outside central province.⁷⁸ Youth unemployment rates are highest in North Eastern, Coast and Nairobi, though the largest number

⁷³ UNDP. Kenya National Human Development Report: Youth and Human Development 2009: Tapping the Untapped. 2010.

⁷⁴ Franz, Jutta, Omolo, Jacob. Youth Employment Initiatives in Kenya: Report of a Review Commissioned by the World Bank and Kenya Vision 2030. 2014.

⁷⁵ Ibid.

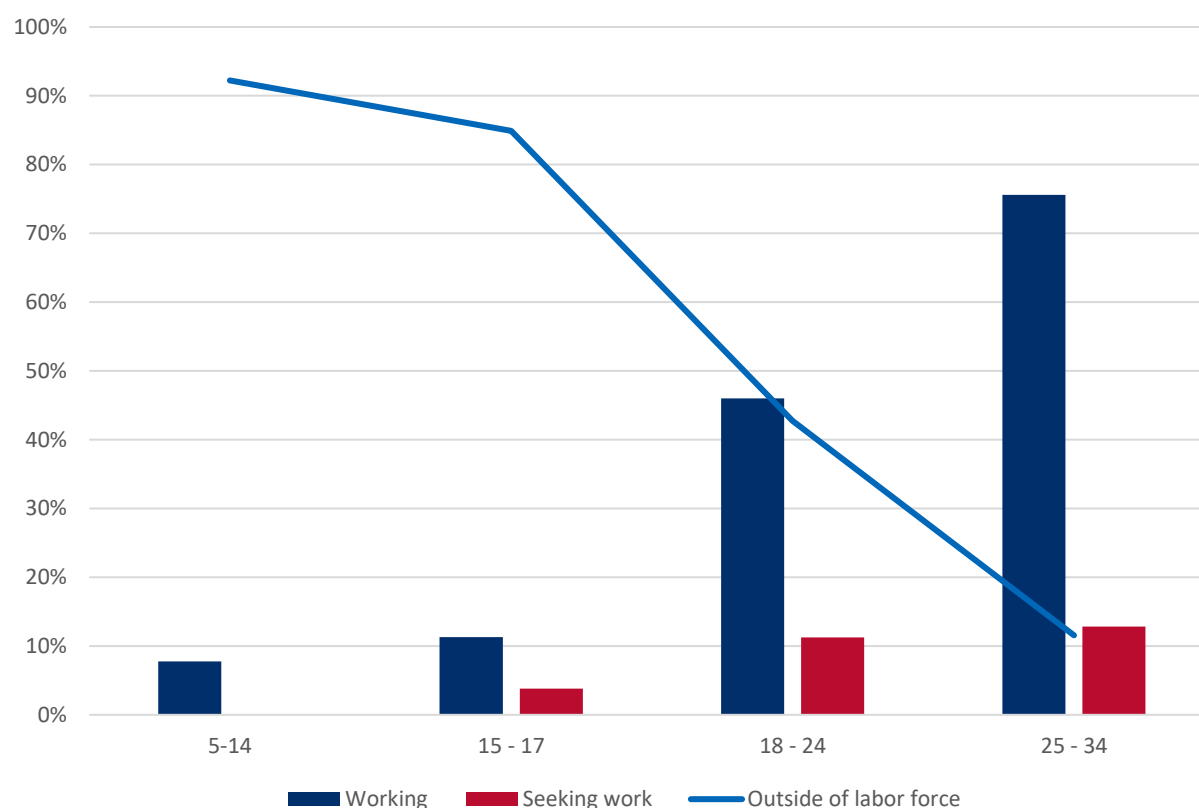
⁷⁶ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

⁷⁷ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

⁷⁸ Dalberg. Deepening strategic alignment and coordination around job creation and youth employment in Kenya. Powerpoint presentation. July 2019.

of unemployed youth are in Rift Valley, followed by Nairobi, Coast, and Eastern provinces.⁷⁹ Underemployment affects youth ages 15–19 years more than older youth.⁸⁰

Figure 11. *Distribution of Population by Activity*



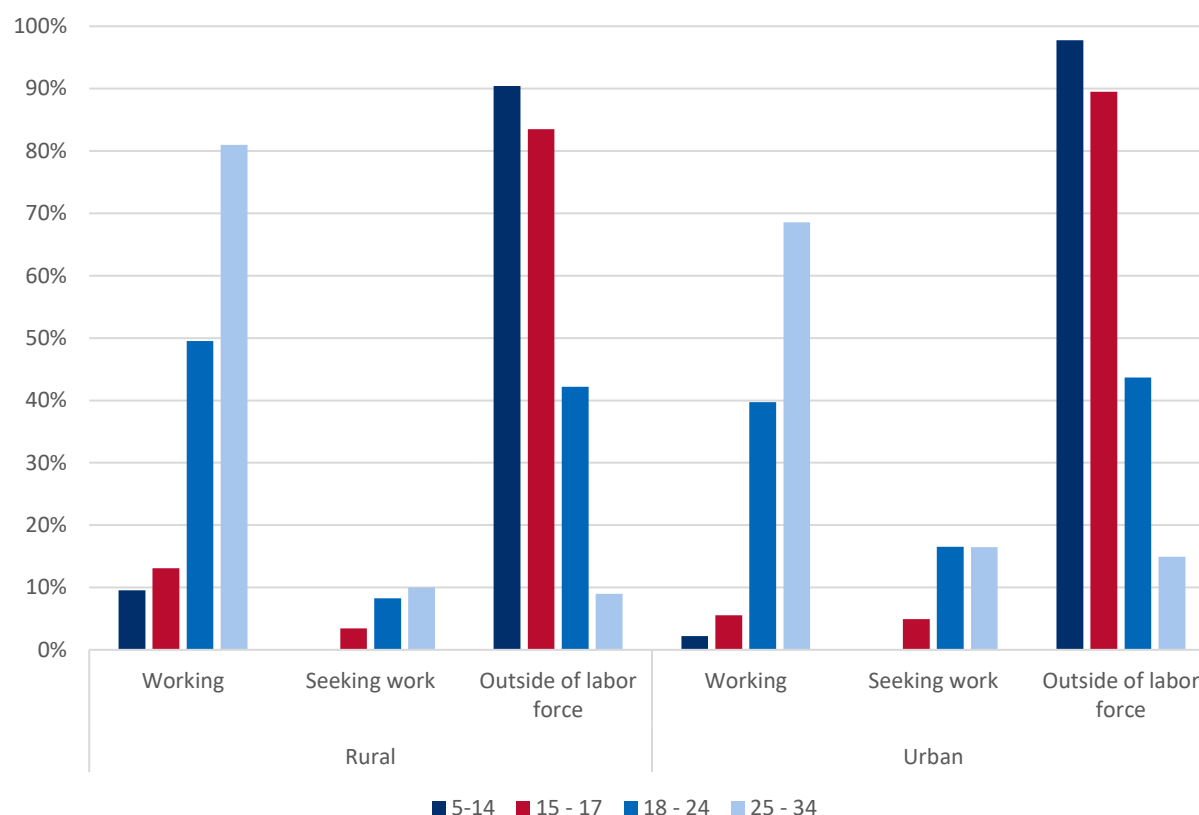
Employment interventions need to target sub-groups of youths with different profiles: 1) unemployed or underemployed youth who may not have completed primary or secondary school, 2) those who may not have completed primary or secondary school, but who earn below minimum wage while fully employed, and 3) youth who are in or completed tertiary school, but who are unemployed, underemployed, or fully employed earning below minimum wage. According to this Dalberg analysis, these groups need, respectively, 1) support via upskilling, linkages and job creation, 2) upskilling to improve mobility and earnings, and 3) a shift to high-quality jobs through job creation and linkages.⁸¹

⁷⁹ Franz, Jutta, Omolo, Jacob. Youth Employment Initiatives in Kenya: Report of a Review Commissioned by the World Bank and Kenya Vision 2030. 2014.

⁸⁰ Dalberg. Deepening strategic alignment and coordination around job creation and youth employment in Kenya. Powerpoint presentation. July 2019.

⁸¹ Ibid.

Figure 12. Distribution of Population by Activity and Rural/Urban



Youth understand job scarcity. Youth believe they are fighting, sometimes against their peers, for work, yet they believe hard work, perseverance, and ambition will help them succeed.⁸² They indicate that favoritism, ageism, and sexism are common, as is corruption (needing to bribe someone for an opportunity).⁸³ A study on entry-level requirements confirms this finding. Referrals and social networks were the most common forms of recruitment in formal and informal sectors.⁸⁴ In this context, young people are interested in entrepreneurship and using their creativity, though some felt that their families and elders frowned upon it. Barriers to entrepreneurship include a lack of business skills, financial knowledge, and capital. Youth commonly believe that jobs are not locally available and that migration to cities is necessary. Other barriers to success include health and disability.⁸⁵ Almost two in three youth

⁸² Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

⁸³ Ibid.

⁸⁴ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

⁸⁵ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

indicate they would emigrate within or outside of Africa for better opportunities. Overall, youth are more likely to be pessimistic than optimistic about good livelihood opportunities in Kenya.⁸⁶

The Kenya Youth Employment and Skills Program (K-YES) works with youth ages 18-35 to develop vocational and/or business skills for either the formal or informal sectors. A mid-term evaluation found that 60 percent of youth report an increase in income. Results suggest that combining vocational and business skills training may magnify outcomes along with linkages to financial services.⁸⁷

Financial Services

Kenya's financial sector has successfully expanded financial inclusion, yet financial health is worsening, and young people say access to credit is a major barrier to business start-up. Youth may access formal, informal, public, and embedded financial services. These may not all be known or understood by youth, but at least in one place, youth saw increases in family and clan support for education through increasing education financing (a type of embedded finance).

Local financial institutions like SACCOs and Financial Services Associations (FSAs) that are owned by their members have been shown to stimulate local economic development. These are some of the diverse financial services offered in Kenya today.

Young people want and need financial and business education as much as they need credit. The means are available.

Source: Ferrand, David. Financing Kenya: 2020 hindsight for Vision 2030. Kenya Financial Sector Deepening Programme. December 2019.

While financial inclusion improves—89% of Kenya have access to formal or informal financial services—tremendous disparities remain especially with access to formal financial services. The poor, rural residents, and women suffer most. For example, 77.3% of rural residents have access to formal finance compared with 91.2% of their urban peers. Men are about one-third more likely to use banks and mobile money compared with women.

Source: Kenya Bureau of Statistics. Economic Survey 2019.

Youth financial inclusion is crucial to youth economic wellbeing. Kenya's youth policy recommends establishing microfinance programs to meet youth financial needs.

Source: African Institute for Development Policy, University of Southampton, the East African Research Fund, and the United Kingdom Department for International Development. East African Regional Analysis of Youth Demographics. June 2018.

Youth want a job in the formal sector; ideally, a white-collar job. Though youth are unlikely to obtain a formal sector job, their odds are increased by completing a tertiary degree.⁸⁸ Many youth believe that it's not what they know, but who they know that will facilitate formal-sector employment.⁸⁹ Most entry-level youth in the formal sector earn between US\$100 and \$500 per month, while those in the informal sector earn between US\$50 and \$250 monthly. The disparity in monthly wages may explain tertiary graduates' disinterest in working in the informal sector.⁹⁰ Youth with primary and secondary school education are more likely to work in the service industry, while those with university degrees

⁸⁶ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

⁸⁷ Management Systems International (MSI). Midterm Performance Evaluation of the Kenya Youth Employment and Skills Program (K-YES). September 2017.

⁸⁸ Ibid.

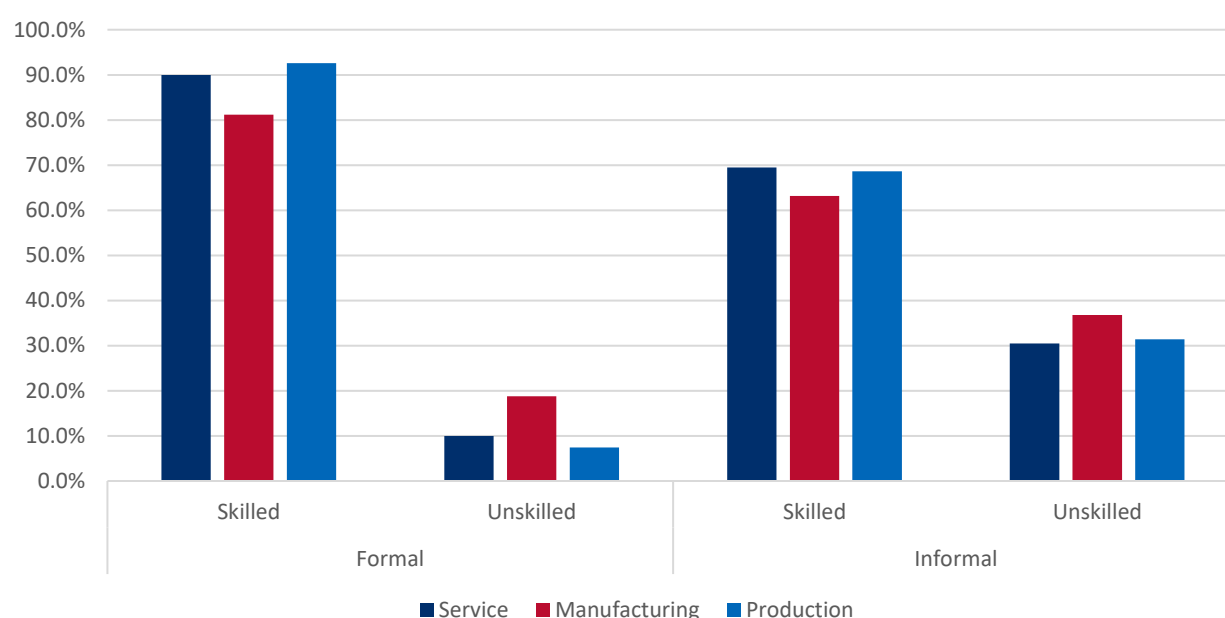
⁸⁹ Ibid.

⁹⁰ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

work in information and communication technology (ICT), finance and insurance, and professional/technical work, and those with TVET degrees are most likely to work in education, manufacturing, health, and transport and storage.⁹¹ Youth acknowledge the small likelihood of getting a white-collar job, leading many to see entrepreneurship as the best way to support themselves.⁹²

Prior to COVID-19, the largest contributors to the Kenyan economy were the service sector (42.5 percent of GDP), production (37 percent), and manufacturing (15.6 percent). In terms of employment, major job providers are wholesale and retail, education, construction, accommodation and food, and other service activities, with no spatial specialization across the 24 surveyed counties, suggesting a homogeneous employment structure.⁹³ The proportion of skilled and unskilled workers is similar across formal and informal sectors in each industry (see Figure 13 Proportion of Skilled and Unskilled Workers by).⁹⁴ Sectors that are growing include ICT, horticulture, and tourism.⁹⁵

Figure 13. Proportion of Skilled and Unskilled Workers by Industry



According to a recent survey, employers and young entry-level workers think entry-level workers need the following skills: marketing and sales, entrepreneurship, core values, numeracy, and soft skills. Employers also want youth to have technical and literacy skills, while youth think basic computer skills

⁹¹ Ibid.

⁹² Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

⁹³ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

⁹⁴ Ibid.

⁹⁵ Page, John. "How industries without smokestacks can address Africa's youth unemployment crisis" in Harnessing Africa's Youth Dividend: A new approach for large-scale job creation. Brookings Institution. 2019.

are critical.⁹⁶ Employers balk at paying the cost of on-the-job training for soft skills that they think youth should have, because of short retention and the high potential that trained staff will be poached.⁹⁷

Production sector challenges include youth interest and barriers for youth engagement.

Production includes agriculture, aquaculture, livestock, and dairy. Barriers are exclusion of girls, access to land, youth inclusion in family decision making, and perhaps most of all, the perception of smallholder farming as a means of survival, not growth. According to a survey of young Kenyans, they are not interested in agriculture.⁹⁸ Twelve percent of interviewed youth are employed in that sector: more in rural areas (16 percent) and among the self-employed (26 percent).⁹⁹ Deterrents include manual labor, land tenure issues, risk of depending on crop yield for income, and climate issues.¹⁰⁰ Youth feel isolated because they have no share of farm income and have almost no decision making authority.¹⁰¹ Yet youth need and want work and the production sector offers employment, especially in rural areas.¹⁰²

In its final performance evaluation, the Feed the Future Kenya Agricultural Value Chain Enterprises Activity (KAVES) emphasized youth engagement in off-farm activities related to value chains as the best opportunities and pathways to obtaining higher-level skills and increasing income.¹⁰³ KAVES' value chain studies and interventions found that the cost and availability of labor limits smallholder agricultural competitiveness and youth participation in the sector.¹⁰⁴ The lack of youth decision making authority in the household about inputs, sales, what and how to produce, and what types of animals to buy or sell was addressed in one program by giving women decision making in the producer groups, and youth served as village-based advisors and promoters and during training. The program deliberately integrated gender and youth, empowering them with skills and knowledge. Youth became extension agents, "middlemen" and got jobs.¹⁰⁵ Another program partnered with youth representatives to engage youth in agriculture, while another found youth extremely open to adopting new knowledge, practices, and skills for sound dairy management.¹⁰⁶

Horticulture, supported by KAVES and the Kenya Horticulture Competitiveness Project (KHCP), is one example of a value chain that offers opportunities for smallholder farmers and quick cash, as it includes quick-growing French beans and flowers.¹⁰⁷ Victory Farms is a sustainable tilapia farm on Lake Victoria that employs approximately 350 people, 65 percent of whom are youth.¹⁰⁸ Barriers to youths', and

⁹⁶ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

⁹⁷ Ibid.

⁹⁸ British Council. Next Generation Kenya: Listening to the voices of young people. 2018; Sivi-Njonjo, Katindi, and Mwangola, Mshai. Kenya Youth Scenarios: Youth ... the key to unlocking Kenya's potential. Institute of Economic Affairs. November 2011.

⁹⁹ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹⁰⁰ Ibid.

¹⁰¹ Development & Training Services, Inc. Arid & Marginal Lands Recovery Consortium (ARC) Program in Kenya: Final Evaluation. 2012; Pan African Research (PARS). Kenya Maize Development Programme II Performance Evaluation. 2012.

¹⁰² Franz, Jutta, Omolo, Jacob. Youth Employment Initiatives in Kenya: Report of a Review Commissioned by the World Bank and Kenya Vision 2030. 2014; Mueller, Valerie and Thurlow, James, eds. Youth and Jobs in Rural Africa: Beyond Stylized Facts. Oxford University Press: International Food Policy Research Institute, 2019.

¹⁰³ MSI. Final Performance Evaluation: Kenya Agricultural Value Chain Enterprises Activity (KAVES). 2018.

¹⁰⁴ FINTRAC. Kenya Agricultural Value Chain Enterprises (KAVES) Project Final Report: 2013-2018. 2018.

¹⁰⁵ Pan African Research (PARS). Kenya Maize Development Programme II Performance Evaluation. 2012. ACIDI/VOCA.

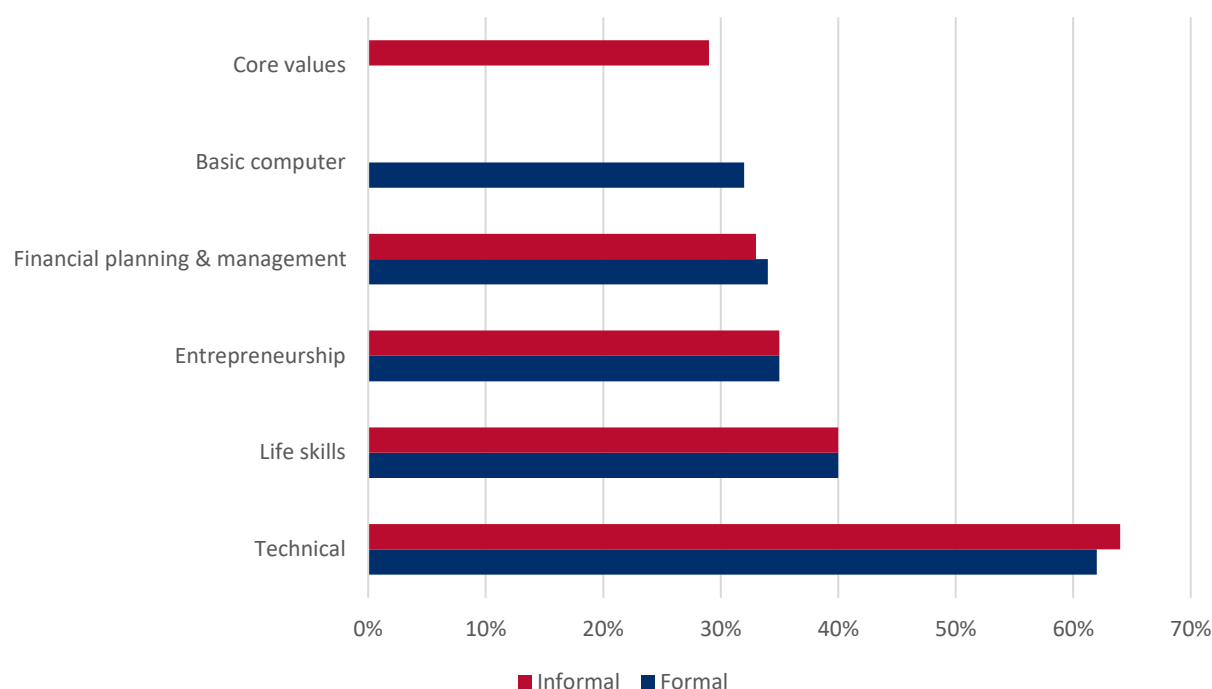
¹⁰⁶ DTS. Compendium Report Multi-Stakeholder Evaluation of Agriculture and Livestock Value Chain Activities in Kenya. 2012.

¹⁰⁷ MSI. Final Performance Evaluation: Kenya Agricultural Value Chain Enterprises Activity (KAVES). 2018. EcoVentures International. State of the Sector Report: Country-Level Practice & Learning Related to Market Systems Development. 2014.

¹⁰⁸ <https://www.victoryfarmskenya.com/>

especially young women's, engagement in aquaculture include inadequate access to education, employment, and decision making.¹⁰⁹ Kenya's Agricultural Sector Development Policy (2010–2020) commits to sensitizing youth to lucrative ventures and establishing value-added infrastructure.¹¹⁰ Finally, mobile and ICT can be used to help overcome social constraints for girls, young women, and youth with disabilities through additional support, training, and helping them feel more empowered.¹¹¹

Figure 14. *Skills Youth Want to be Taught*



Education and job skills are mismatched. The mismatch is not new, as the government sought to use labor market policy for employment creation to address the gap in the 1980s.¹¹² Employers across industries blame the lack of communication between learning institutions and industry, as well as poor facilities and trainers.¹¹³ Almost two out of three working youth (ages 19–24) report their skills did not match those their jobs required and many lack basic skills such as resume preparation, job search, and

¹⁰⁹ Goetting, K., Borbert, J., Ichien, S., Goodwin, B., Bodman, S., Evans, F., Carroll, L., and Egna, H. AquaFish Tenth Annual Report. Aquafish Innovation Lab, Oregon State University. Corvallis, Oregon. 2017.

¹¹⁰ Mueller, Valerie and Thurlow, James, eds. Youth and Jobs in Rural Africa: Beyond Stylized Facts. Oxford University Press: International Food Policy Research Institute, 2019.

¹¹¹ Raftree, Linda. Landscape Review: Mobiles for Youth Workforce Development. August 2013. Aguirre Division of JBS International.

¹¹² Franz, Jutta, Omolo, Jacob. Youth Employment Initiatives in Kenya: Report of a Review Commissioned by the World Bank and Kenya Vision 2030. 2014.

¹¹³ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

how to apply for a job.¹¹⁴ Two out of three also indicated that personal connections were more important to success than education. In some areas (Eastern Lower, Nyanza North, and North Eastern sub-regions), one in five youth feel that education is a waste of time and money.¹¹⁵ In addition, youth who completed primary school were no more likely to be working than those who did not.

Employers see the mismatch as a lack of soft skills (42.8 percent). They also perceive youth holding negative attitudes (22.4 percent) and limited technical skills (12.6 percent).¹¹⁶ The top three requirements for entry-level positions for formal sector employers are education qualifications (81 percent of interviewees), soft skills (66 percent), and minimum work experience (43 percent), while for the informal sector they are soft skills (58 percent), education qualifications (45 percent), and technical skills (38 percent).¹¹⁷

Youth want nearly the same skills to be taught in educational institutions regardless of sector (see 9 Skills Youth Want to).¹¹⁸ Bundling soft skills training with ICT training, job experience via internship and job placement support has been shown to facilitate employment and job search behavior in the Kenya Youth Empowerment Program, Ninaweza. The program targeted young women living in informal settlements around Nairobi with eight weeks of training followed by an eight-week internship, which was followed by six months of job placement support. Training included computer hardware and software, entrepreneurship, and business process outsourcing; life skills training addressed self-awareness, emotional intelligence, problem solving, goal setting, job searching, and health practices.¹¹⁹

Barriers to youth employment differ very little between formal and informal sectors. In addition to gender, poverty, and geographic-related barriers described above, corruption and lack of experience are the primary challenges for employers and youth.¹²⁰ Youth indicate that they cannot get a job without experience, but they cannot get experience without the opportunity to work.¹²¹ As previously described, employers balk at paying to train youth when they say youth will leave when given a better opportunity to earn more money.¹²² Youth describe corruption as potential employers demanding or hinting that they will consider the youth as an applicant if s/he gives a bribe or a sexual favor.¹²³ Lack of capital is also a challenge for self-employed youth.¹²⁴ Youth access to financial services

¹¹⁴ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹¹⁵ Ibid.

¹¹⁶ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

¹¹⁷ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

¹¹⁸ Ibid.

¹¹⁹ De Azevedo, Thomaz Alvares, David, Jeff, and Charles, Munene. Testing What Works in Youth Employment: Evaluating Kenya's Ninaweza Program. Volume I: A Summative Report. International Youth Foundation. April 2013.

¹²⁰ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

¹²¹ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹²² Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

¹²³ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹²⁴ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

continues to be challenging, especially in rural areas, due largely to lack of youth-friendly financial services and financial literacy.¹²⁵

Work is gendered. As noted in Youth and Education, some fields are more common for women than for men and vice versa. Women primarily work in sectors such as education, accommodation and food, health and social work, and other service activities.¹²⁶ Women are proportionately most likely to work in microenterprises (with fewer than 10 employees) than small, medium, and large enterprises.¹²⁷ More young men are working (32 percent) than young women (21 percent).¹²⁸ Women are more likely to be unemployed and underemployed (combined) than men.¹²⁹ Women experience discrimination while seeking work, as well as workplace harassment.¹³⁰ There are differences by location: women in rural areas are more likely to be working than urban women regardless of age group, while more urban women are seeking work than rural women.¹³¹ Some young women, especially in rural areas, feel pressured to follow traditional paths such as staying home to raise children.¹³²

Youth want to be mentored by people like them who have succeeded, and access peer support.¹³³ Role models and mentors with similar backgrounds and experiences can provide guidance and moral support; providing young people with an understanding of pathways. Peer support for those facing the same challenges or working in the same line of work could discuss ideas; this could be done through online forums.¹³⁴ Mentorship and role-model approaches are effective mechanisms in normative and behavior change including a Kenya-based behavior change communication supporting youth health and financial security and independence.¹³⁵

Strategies must be tailored to meet the needs of youth based on location, age, gender, and education. Youth ages 18–25 years with a primary or secondary education have different capabilities and needs compared with younger and older youth. Those with a tertiary education typically suffer from temporary unemployment. Youth with little-to-no education tend to be poorer and have fewer opportunities. They require more education to meet the needs of the labor market. Rural youth, female youth, and those from poor households deserve special attention and may not fit neatly into the sub-groups described above.

¹²⁵ Even ten years after this report, youth access to financial services remains challenging, though USAID/KEA has supported the microfinance sector: Mark Rostal, Kenya Access to Rural Finance (KARF) Final Report, 2010.

¹²⁶ Ibid.

¹²⁷ Ibid.

¹²⁸ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹²⁹ Dalberg. Deepening strategic alignment and coordination around job creation and youth employment in Kenya. Powerpoint presentation. July 2019.

¹³⁰ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹³¹ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

¹³² Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹³³ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019; British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹³⁴ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹³⁵ Hutchinson, Paul, Anastasia Mirzoyants & Alejandra Leyton (2019) Empowering youth for social change through the Shujaaz multimedia platform in Kenya, International Journal of Adolescence and Youth, 24:1, 102-116, DOI: 10.1080/02673843.2018.1475287.

Increasing employment opportunities for young Kenyans is a multisectoral effort. As shown in these desk review findings, youth want and need access to and use of good quality services (health, education), to be empowered and engaged in civic life, and to be appropriately skilled and experienced to be employed (formal or informal sector, self-employed or employed by another). These needs are recognized in the Kenya Vision 2030 plan that includes youth-employment supporting policies and initiatives. Numerous international and multinational donors and non-governmental organizations (NGOs), Kenyan NGOs, religious organizations, and civil society organizations (CSOs), and foreign and domestic private firms also support youth employment efforts. Despite diverse initiatives, as noted by a recent analysis, 1) few offer integrated solutions; 2) most focus on labor supply (dominated by public and development sectors); 3) most focus on upskilling, and 4) a few initiatives offer upskilling and placement (mostly private sector stakeholders).¹³⁶ On the demand side, the same analysis finds that most interventions focus on generic business development services, typically bundled, such as a combination of 1) access to affordable finance, 2) access to quality markets, 3) business development support, and 4) access to infrastructure (space, internet). The analysis concludes with a recommendation for systemic solutions with a coordinated approach that focuses on what works.

Kenya's Digital Divide Data and Microwork

Digital Divide Data (DDD) recruits disadvantaged youth (ages 17–24) from urban slums to participate in a training and employment program to provide digital content services to DDD clients. Platforms like DDD might be a means to reduce unemployment in Kenya, but no studies have been done to determine their impact.

In Kenya, very few are involved in microwork. They are most likely to be female, self-employed and have a secondary school certificate. Microwork is low-paying, and typically taken up by students and self-employed as part of livelihood diversification. Microwork is an alternative for those who are left out of the traditional labor market.

Source: Onkokame, Mothobi, Schoentgen, Aude, Gillwald, Alison. What is the state of microwork in Africa? A View from Seven Countries. Research ICT Africa. September 2018.

In a more detailed way, a recent review commissioned by the World Bank¹³⁷ similarly finds that systemic solutions are needed. The report recommends that efforts toward increasing youth employment need:

- Data, especially impact evaluations of all major public youth employment programs, and tracer studies of graduates over time.
- Better policy coordination across sectors and stakeholders seeking to improve youth employment.
- Public works program supporting the most vulnerable youth (early 20s, pockets of urban poor, rural poor, high poverty rural areas) with soft skills and HIV/AIDS education, and links to either skills training or self-employment training.
- Better targeting to increase youth entrepreneurship with financial services, education, and nurturing.

¹³⁶ Dalberg. Deepening strategic alignment and coordination around job creation and youth employment in Kenya. Powerpoint presentation. July 2019.

¹³⁷ Franz, Jutta, Omolo, Jacob. Youth Employment Initiatives in Kenya: Report of a Review Commissioned by the World Bank and Kenya Vision 2030. 2014.

- Youth to stay in school. Removing barriers for the poor, encouraging dropouts to return, making non-formal education attractive and accessible, and increasing education quality and relevance could help achieve this goal.
- TVET and apprenticeship options that are subsidized to build youth skills, and short-term TVET programs.
- Relevant tertiary education that partners with industry.
- Internship programs during and after tertiary education offering youth, especially young women, job experience.

HOPE-LVB in Kenya

The Health of the People and Environment in the Lake Victoria Basin (HOPE-LVB) project evaluation found that the population, health and environment (PHE) approach significantly improved the quality of life of people in the project areas. The participatory approach engaged project model households, youth, mothers, voluntary health teams, beach management units, and district line departments. County officials said it was a good model to scale up in Kenya. The multi-sector approach “brought it all together, including women and youth empowerment, promotion communication with heads of households, helping identify what does not work and why, and facilitating resolution of issues.”

Training sessions brought together youth and older community members giving youth a rare opportunity to learn from “experienced individual who were willing to nurture them.” Youth earned more income resulting from training in income-generating activities and formed SACCOs. “As a result, a majority of youths in both countries began to shift their thinking from how to get by today to how to guarantee a bright future.”

Source: David López-Carr, Richard Kibombo, Donna Ondego, and Wilson Asiimwe. Health of the People and Environment in the Lake Victoria Basin (HOPE-LVB) Project Evaluation: Solutions for Healthy People and a Healthy Planet. Global Health Program Cycle Improvement Project. April 2018.

D. HEALTH

Poor health results in social and economic costs that youth may suffer from for the rest of their lives. Adolescents and youth are vulnerable to a host of challenges despite some good policies such as the Marriage Act of 2014 prohibiting marriage before age 18 and FGM:

- | | |
|----------------------------------|--|
| ▪ Early and unintended pregnancy | ▪ Malnutrition |
| ▪ Unsafe abortion | ▪ Substance abuse |
| ▪ FGM | ▪ Reproductive tract infections |
| ▪ Child marriage | ▪ Sexually transmitted infections (STIs) |
| ▪ SGBV | ▪ HIV/AIDS |

Adolescent pregnancies are sometimes a result of SGBV, which also puts girls at greater risk for STIs and HIV.¹³⁸ There is danger, however, in seeing youth through a single lens, such as HIV, and especially in programming from that perspective.¹³⁹

As noted above, health is one factor in multidimensional poverty. It is recognized by Kenya's National Adolescent Sexual and Reproductive Health Policy, which links adolescent sexual and reproductive health with the country's development goals. Health affects young people's ability to access and perform well in school and to work, while poverty affects their health, thereby creating a perpetual negative cycle. For example, pregnant girls and adolescent mothers who drop out of school are disadvantaged vis-à-vis work, possibly for the rest of their lives. To bring this issue into focus, Glory Ngatha Muturi wrote:

*"The case of Narok County is an eye-opener with 40% of the teenagers being pregnant compared to Garissa, Wajir and Lamu at 10%. There is an urgent need to address poverty as one of the root causes of teenage pregnancy, sensitize and create awareness on the School Re-entry Policy and engage teenage girls as stakeholders to develop interventions tailored towards their needs and concerns."*¹⁴⁰

Kenya has poor outcomes for adolescent sexual and reproductive health (ASRH). Less than half of sexually active unmarried girls (ages 15–19) use contraceptives.¹⁴¹ Unmet demand among women for contraception who are married or in a union is 17 percent.¹⁴² Press reports indicate that the number of unintended teenage pregnancies has increased since COVID-19 lockdown measures. Teenage pregnancy increases the risk of maternal and newborn death and disability, as well as complications from unsafe abortion, childbirth, and postnatal care. An estimated 13,000 girls drop out of school annually resulting from pregnancy.¹⁴³ The cost of providing women with contraceptives reduces the cost of meeting healthcare needs due to unintended pregnancy, unsafe abortion, HIV care in pregnancy, and unplanned births, potentially saving as much as US\$157 million by 2030 at a cost of \$107 million.¹⁴⁴

Afya Timiza is one of USAID's programs that addresses the needs of people behind these statistics. The program works with hard to reach populations in Samburu and Turkana counties to enhance access to and use of family planning/reproductive, maternal, newborn, child and adolescent health (FP/RMNCAH) services. Some of the challenges are very low family planning uptake among adolescents, where both young (ages 10-14) and older (ages 15-19) adolescents are pregnant: as many as one out of three older adolescents and one-to-two percent of younger adolescents.¹⁴⁵ As part of its efforts, Afya Timiza trains adolescent and youth mentors and works with county and sub-county leadership.

¹³⁸ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

¹³⁹ USAID Afya Pwani Quarterly progress report: April-June 2019.

¹⁴⁰ Muturi, Glory Ngatha. Teenage Pregnancy in Kenya: Gloom and Doom in Education, Health. Republic of Kenya, National Council for Population and Development. 2020. <https://ncpd.go.ke/teenage-pregnancy-in-kenya/>

¹⁴¹ Mutea, L., Ontiri, S., Macharia, S. et al. Evaluating the effectiveness of a combined approach to improve utilization of adolescent sexual reproductive health services in Kenya: a quasi-experimental design study protocol. *Reprod Health* 16, 153 (2019).

¹⁴² Fox, Louise. "3 Myths about youth employment in Africa and strategies to realize the demographic dividend" in *Harnessing Africa's Youth Dividend: A new approach for large-scale job creation*. Brookings Institution. 2019.

¹⁴³ Mutea, L., Ontiri, S., Macharia, S. et al. Evaluating the effectiveness of a combined approach to improve utilization of adolescent sexual reproductive health services in Kenya: a quasi-experimental design study protocol. *Reprod Health* 16, 153 (2019). <https://doi.org/10.1186/s12978-019-0825-3>

¹⁴⁴ African Institute for Development Policy in partnership with the University of Southampton and national experts. Kenya Briefing Note: Regional Analysis of Youth Demographics. 2019.

¹⁴⁵ Amref Health Africa in Kenya. USAID KENYA (AFYA TIMIZA): FY 2019 Q3 PROGRESS REPORT. 2019.

A longitudinal study with urban girls (ages 15-19) in Kenya found that urban adolescents can be reached with SRH programs with “high coverage, multi-faceted activities that implement targeted media sources, like the Shujaaz comic book.”¹⁴⁶ Ever being exposed to the Shujaaz comic book was associated with delayed first sex and delayed first pregnancy/birth. The comic book themes include topics beyond SRH including finance, entrepreneurship, and agriculture.

Young women face challenges negotiating safe sex

In discussion groups, women expressed their inability to negotiate for safe sex because of the chance of violence. Both men and women fear being stigmatized for HIV-testing and/or condom purchase. They recognize that poverty plays a role in women’s experience putting them at greater risk. Women want discreet methods for safer sex such as a vaginal ring that releases microbicides, which reduces the risk of HIV. University women said they are willing to teach their friends, colleagues and families about vaginal rings since they offer discreet protection.

Source: Program for Appropriate Technology in Health (PATH). *Gender Dynamics in Women’s Abilities to Use Microbicides Learning from Women and Men in HIV-Impacted Communities in South Africa, Kenya, and Zambia*. 2012; National Institute of Allergy and Infectious Diseases (NIAID). *Most Women Use Vaginal Ring for HIV Prevention in Open-Label Study*. NIH: July 23, 2019.

Young people (ages 15–24) account for 46 percent of all new HIV infections with two out of three among young women.¹⁴⁷ Pre-exposure prophylaxis (PrEP) messaging may be confusing, making usage among youth low.¹⁴⁸ Young people want more and easier access to ASRH, especially in rural areas, including mobile clinics. Increasing awareness among youth and communities is needed; recommendations include outreach through schools, churches, and the community.¹⁴⁹ The World Health Organization’s *Global Strategy for Women’s, Children’s and Adolescents’ Health (2016–2030)* supports the need for youth-friendly sexual and reproductive health education and services. In Kenya, for example, some counties offer youth-friendly HIV/AIDS services to address poor healthcare seeking,¹⁵⁰ though some youth report having no access to youth-friendly services.¹⁵¹ Support for healthcare providers’ effective care of adolescents and youth has proven useful, like the *Toolkit for Transition of Care and Other Services for Adolescents Living with HIV*.¹⁵²

The Kenyan Ministry of Health outlined four ASRH delivery models that will be evaluated in Kisumu and Kakamega counties. The models include: “a) community based (outreach services): services and information are offered to adolescents within the community/non-medical settings; b) clinic based: services and information are offered to adolescent within/based in health facilities; c) school-based: services and information are offered to adolescents within the school setting; and d) virtual based:

¹⁴⁶ Speizer IS, Calhoun LM, Guilkey DK. Reaching Urban Female Adolescents at Key Points of Sexual and Reproductive Health Transitions: Evidence from a Longitudinal Study from Kenya. *Afr J Reprod Health*. 2018;22(1):47-59. doi:10.29063/ajrh2018/v22i1.5

¹⁴⁷ UNICEF. *Situation Analysis of Children and Women in Kenya 2017*, UNICEF, Nairobi, Kenya. 2018.

¹⁴⁸ IBTCI. *USAID/Kenya and East Africa Evaluation Services and Program Support: A Mid-term Performance Evaluation of Afya Jijini Activity*. 2018.

¹⁴⁹ Mutea, L., Ontiri, S., Macharia, S. et al. Evaluating the effectiveness of a combined approach to improve utilization of adolescent sexual reproductive health services in Kenya: a quasi-experimental design study protocol. *Reprod Health* 16, 153 (2019).

¹⁵⁰ USAID/KEA RMNCAH Baseline Assessment Report, 2018; FHI 360. *USAID Kenya APHIAplus Nuru ya Bonde End-of-Project Report*. 2018.

¹⁵¹ IBTCI. *USAID/Kenya and East Africa Evaluation Services and Program Support: A Mid-term Performance Evaluation of Afya Jijini Activity*. 2018.

¹⁵² Hausner, David, Helen Cornman, and Malia H. Duffy. 2013. *Toolkit for Transition of Care and Other Services for Adolescents Living with HIV: Kenya Pilot Evaluation*. Arlington, VA: USAID’s AIDS Support and Technical Assistance Resources, AIDSTAR-One, Task Order I.

services and information are offered to adolescents within the virtual space or on digital platforms. In addition, substance abuse and mental health are major concerns.”¹⁵³

The study will first gather information from adolescent boys and girls (ages 15–19) to understand their knowledge of ASRH services and challenges using them, then implement an 18-month intervention using a quasi-experimental design. In addition to testing the intervention, the study results will include facilitators and barriers to ASRH service use, and knowledge, attitudes, practices, and health-seeking behavior. This is the first study of its kind in Kenya.

Female genital mutilation is less common, but still a concern. The 2014 Kenya Demographic and Health Survey found FGM occurred among 21 percent of those ages 15–49. Among some populations the practice is still prevalent: among Somalis (94 percent); Samburu (86 percent); Kisii (84 percent); and Maasai (78 percent). Among the Samburu, child beading is common with as many as three of four girls (ages 8–12) beaded. Beading means the girls as young as nine years can be assigned to a male relative for sex at his discretion, which increases girls’ risk of STIs, HIV/AIDS, and unintended pregnancy. Pregnancy results in unsafe abortions increasing the risk to the girls’ health. Any baby born is abandoned in the forest or sent for adoption in another community. To avoid beading, some parents take their young children for FGM, as it makes girls’ ineligible for beading and eligible for marriage.¹⁵⁴

Violence hurts transgender youth, young sex workers, and house girls. In addition to FGM and other forms of SGBV, young transgender Kenyans and sex workers suffer from targeted violence because of who they are and/or what they do. Transgender youth may be subject to violence from police, security forces, men, and male youth.¹⁵⁵ Transgender sex workers are particularly vulnerable to violence from clients, police, and other sex workers.¹⁵⁶ Young sex workers are particularly vulnerable because they lack information, experience coping with violence or violent clients, may not know their rights, and have difficulty accessing services due to prejudice against their sex work.¹⁵⁷ House girls (domestic workers) also suffer from violence due to their isolation, socioeconomic background, low work status, and previous experience with violence and sexual coercion.¹⁵⁸ The Health and Life Skills activity with house girls (ages 16–24) increased their knowledge about HIV and STIs, condom use, confidence, and communication skills.¹⁵⁹ The landscape of gender-based violence (GBV) can change with careful activities that involve both women and men, as found in Peace Initiative Kenya (PIK), where PIK recruited boda boda operators, male champions, and survivors in GBV interventions.¹⁶⁰

Substance abuse among youth is growing; linked with concerns for mental health. Nearly one in five adolescents (ages 15–17) reported having used a drug or substance, including tobacco, a (miraa), narcotics, and inhalants. Regarding alcohol, young adolescents (ages 10–14) report having tried it (two percent of girls and four percent of boys), while drinking increases among older adolescents (11

¹⁵³ Mutea, L., Ontiri, S., Macharia, S. et al. Evaluating the effectiveness of a combined approach to improve utilization of adolescent sexual reproductive health services in Kenya: a quasi-experimental design study protocol. *Reprod Health* 16, 153 (2019).

¹⁵⁴ UNICEF. *Situation Analysis of Children and Women in Kenya 2017*, UNICEF, Nairobi, Kenya. 2018.

¹⁵⁵ LINKAGES. 2016. *The Nexus of Gender and HIV among Transgender People in Kenya*.

¹⁵⁶ Ibid.

¹⁵⁷ LINKAGES. 2016. *The Nexus of Gender and HIV among Sex Workers in Kenya*.

¹⁵⁸ Ochieng, B., Katz, K., Stockton, L. 2013. *Health and Life Skills Project (HELP) among House Girls in Nairobi. An evaluation of the effect of HELP on house girls’ vulnerability towards STI/HIV and unintended pregnancy*. FHI 360.

¹⁵⁹ Ibid.

¹⁶⁰ Benjamin, Judy, Okumba Miruka, Risper Pete, Gloria Mmoji and Management Systems International. *Peace Initiative Kenya: Final Performance Evaluation USAID/Kenya Office of Democracy, Governance and Conflict*. June 2016.

percent of those ages 15–17).¹⁶¹ Other studies find young adolescent rates to be higher: one in three have used tobacco and/or khat, nearly one in five cannabis, and five percent cocaine by the age of 15.¹⁶² Next Generation Kenya interviews and workshops with youth indicate that school dropouts may feel hopeless and without purpose, taking more risks, including “drug use, parties, sex, and stirring up fights in the community.”¹⁶³

Some projects have attempted to address these issues. For example, APHIAplus Nuru ya Bonde helped set up Alcoholics Anonymous (AA) clubs for youth.¹⁶⁴ YES YOUTH CAN! North Eastern Region found that engaging youth in career development, livelihood opportunities, and civic participation among Garissa Youth (G-Youth activity) reduced their use of substances.¹⁶⁵ In Meru, where the khat drug trade is a main source of income, the Mobilizing, Equipping, and Training (MET) Approach for Primary Behavior Change in Youth activity sought to decrease risky behaviors, especially those leading to HIV infection. The project’s final report indicates that the MET approach facilitated increased abstinence, HIV-related knowledge, and awareness of HIV status among adolescents and youth (ages 10–24).¹⁶⁶

Access to mental health resources is limited, though clearly needed. A 2016 study with children and adolescents (ages 2–18) found that adolescents (10–18 years) were most likely to be in treatment for substance abuse (30.1 percent) and depression (13.9 percent) with some (13.7 percent) experiencing suicidal ideation.¹⁶⁷ Kenya’s 2015-2030 Mental Health Policy recognizes the lack of mental health resources for adolescents in Kenya.¹⁶⁸ Lack of access to psychological services may not be the only challenge: young people may suffer from stigma and self-stigma making it difficult for them to reach out for help.¹⁶⁹

Where people live affects youth access to healthcare and health knowledge. For example, almost all urban women who gave birth in the 12 months preceding the 2019 census were in a health facility (96.5 percent) compared with 80.2 percent of rural women. Birth notification (an essential document in obtaining a national identity card) is similarly lower in rural areas (87.5 percent) than urban areas (96.1 percent).¹⁷⁰ The following counties show the highest deprivation for children (ages 5–17) concerning health-related knowledge (from high to low, includes household knowledge of oral rehydration solution and HIV/AIDS for ages 5–14 and individual knowledge of HIV/AIDS for ages 15–

¹⁶¹ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

¹⁶² Wawira, Njiru & Nduta, Dr & A.H, Zipporah & M., Gideon. (2018). Knowledge on Use and Effects of Drug and Substance Abuse among Youth Aged 13 To 24 Years in Raila Village, Kibera Slum, Nairobi, Kenya. International Journal of Contemporary Research and Review. 9. 20575-20601. 10.15520/ijcrr/2018/9/08/575.

¹⁶³ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹⁶⁴ FHI 360. 2018. USAID KENYA APHIAplus Nuru ya Bonde End-of-Project Report.

¹⁶⁵ Amitabh Dabla. YES YOUTH CAN! NORTH EASTERN REGION (YYC! NER) PROJECT, KENYA. QUALITATIVE STUDY REPORT. JANUARY 29, 2016.

¹⁶⁶ Samaritan’s Purse International Relief. 2011. MET (Mobilizing, Equipping, and Training) Approach for Primary Behavior Change in Youth Final Report.

¹⁶⁷ Kamau, J.W., Omigbodun, O.O., Bella-Awusah, T. et al. Who seeks child and adolescent mental health care in Kenya? A descriptive clinic profile at a tertiary referral facility. Child Adolesc Psychiatry Ment Health 11, 14 (2017). <https://doi.org/10.1186/s13034-017-0151-x>. The study was undertaken in child and adolescent mental health clinics at a tertiary referral hospital in Nairobi.

¹⁶⁸ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

¹⁶⁹ Ibid.

¹⁷⁰ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

17): Garissa, Mandera, Wajir, Turkana, Marsabit, Muranga, Kitui, West Pokot, Kwale, and Narok.¹⁷¹ To some youth, who they are and/or who they know gives them (or others) priority in treatment, according to one youth who was angry about friends dying of treatable illnesses.¹⁷²

Water and sanitation access are more challenging in rural than urban areas. Kenya has committed to universal and equitable access to safe and affordable drinking water for all, access to adequate and equitable sanitation and hygiene for all and an end to open defecation, paying special attention to the needs of women and girls by 2030. About one out of four rural households obtain water from a river or stream and one of 10 from protected springs, while only 11.8 percent get water from a bore hole/tube well, 6.4 percent from a public tap, 7.8 percent piped to yard/plot and 5 percent from in-house piping. Urban homes are far more likely to get water in a yard/plot (23.9 percent), get it in a dwelling (18.1), buy from a water vendor (16.7 percent), or get it from a public tap (15.6 percent).¹⁷³

Water safety encompasses more than the water source and its quality; other dimensions include how the water is acquired, by whom, and how long it takes to get the water. Young people and women are typically responsible for obtaining water and therefore bear the brunt of the time it requires and, depending on location, the risk to personal safety of getting it. Youth are among the first to respond to challenges in obtaining water, possibly limiting their time for other activities.¹⁷⁴

Similarly, modern human waste disposal modes are more prevalent among urban households that are less likely to use a covered pit latrine (34.4 percent) compared with 61.7 percent of rural households. Main sewer (24.6 percent) and septic tank (21.1 percent) are more common for urban households, while they are negligible among rural households (0.3 and 1.7 percent respectively).

Means of lighting and fuel are also more challenging in rural areas. Access to light after dark supports studying and safety. Some young people in Turkana said that the introduction of electricity in their communities enabled late-night studying, writing, and for some, phone charging.¹⁷⁵ Urban households have the advantage of accessing lighting with electrical mains (88.4 percent) compared with 26.3 percent of rural households, which are more likely to use solar (29.9 percent). Solar is a healthier energy source than other available sources and can be purchased through embedded financial services.¹⁷⁶ Nearly one in four rural households (23.7 percent) rely on some form of paraffin lamp or lantern for light. In terms of cooking fuel, most urban households use gas (52.9 percent), and/or paraffin and charcoal (17.7 percent each), compared with rural households that mostly cook with firewood (84.1 percent).

¹⁷¹ Kenya National Bureau of Statistics and UNICEF. Child Poverty in Kenya: A Multidimensional Approach. 2017.

¹⁷² Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹⁷³ Kenya National Bureau of Statistics. 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

¹⁷⁴ Tetra Tech. Round I Evaluation Report: Impact Evaluation of the Kenya Resilience Arid Lands Partnership for Integrated Development Activity. March 2019.

¹⁷⁵ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹⁷⁶ Ferrand, David. Financing Kenya: 2020 hindsight for Vision 2030. Kenya Financial Sector Deepening Programme. December 2019.

Civic education improved social tolerance

The Kenya National Civic Education II (NCEP-II) program had long-term effects on Kenyans' identification of themselves as "Kenyan" relative to their tribal affiliation. It increased social tolerance toward their "most disliked group," and increased their view of violence as an inappropriate way for ethnic groups to defend themselves if they feel threatened. NCEP II had negligible effects on almost all other democratic orientations examined.

The post-program cross-sectional survey with a matched comparison group showed that face-to-face activities and three or more exposures to civic education activities led to stronger effects compared to those with only one or two exposures.

NCEP II used face-to-face and mass media (radio), which complemented each other, though media by itself had no positive impact.

Source: Finkel, Steven, Horowitz, Jeremy. The Impact of the Second National Kenya Civic Education Programme on Democratic Attitudes, Values, and Behavior. 2009.

Housing deficits result in adolescents and youth living in poor conditions. Forty-three percent of Kenyan children were living in dwellings that label children as deprived according to multidimensional child poverty standards in 2014, with more than half of children in such housing in rural areas and 16 percent in urban areas.¹⁷⁷ More than half of urban dwellers live in slums.¹⁷⁸ Kibera residents who lack tenancy rights, for example, make up 60 percent of Nairobi's population but occupy only six percent of its land.¹⁷⁹

E. YOUTH PARTICIPATION AND CIVIC ENGAGEMENT

Young Kenyans suffer from age discrimination and a power structure in which elders and family have more influence in a youth's life than the youth. Most youth respect their elders and people with experience, want to learn from them, be mentored, and be heard, respected, and understood. Youth want a society where corruption, favoritism, and clannism/tribalism give way to an egalitarian and equitable society.

Some youth feel more left out and unheard than others. In addition to age discrimination all youth experience, youth from lower socioeconomic groups, those with disabilities, and women feel they are even less heard than their male peers in higher socioeconomic groups. Compare in-school Nairobi youth in a higher socioeconomic group with some youth in Turkana and Mombasa who struggle to attend school—because they lack school fees and supplies—and can't focus while in school, because they lack adequate meals and nutrition.¹⁸⁰ People with disabilities are often secluded at home, miss out on education, and the chance to work.¹⁸¹ As one 16-year-old male with a disability in Turkana said, "We

¹⁷⁷ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018.

¹⁷⁸ Ibid.

¹⁷⁹ Diwakar, Vidya and Shepherd, Andrew. Understanding Poverty in Kenya: A multidimensional analysis. Chronic Poverty Advisory Network. Overseas Development Institute. December 2018.

¹⁸⁰ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018; British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹⁸¹ UNICEF. Situation Analysis of Children and Women in Kenya 2017, UNICEF, Nairobi, Kenya. 2018; Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018; British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

don't have it so bad, kids with disability are usually locked up and not allowed to leave their house because of the shame on the family.”¹⁸²

While eager to engage in society and decision making, youth feel marginalized by elders, including family and community, and government at all levels. They feel used by political candidates who do not keep promises. As they age, they grow more cynical, as those ages 19–24 feel less heard than those ages 15–18. The cynicism is more prominent among urban youth and those from Nairobi, Eastern Lower, and North Eastern sub-regions.¹⁸³ Despite the cynicism, youth get involved in civic affairs through programs like the Kenya National Civic Education program (see box “Civic education improved social tolerance”).

Youth want to participate and want their voices to be heard. Youth want flat power structures in society through transparent intergenerational dialogue in their communities and beyond.

*Young Kenyans appear little engaged in their communities (30 percent), though it varies by area, where rural youth and those from the Coast, Nyanza North, and Nyanza South sub-regions were more so, and urban respondents and those from Nairobi and the North East were least engaged.*¹⁸⁴

*Young women feel a lack of personal agency, especially those from more traditional communities and lower socioeconomic groups. They indicate that sexual harassment is common, and they do not feel taken seriously in the community or at the workplace.*¹⁸⁵

*Youth from lower socioeconomic groups suffer the most, simultaneously shouldering adult responsibilities, such as work, while gaining no adult privileges.*¹⁸⁶

One of the programs working in this space seeks to improve youth-police-community relations. The Strengthening Community Resilience against Extremism (SCORE) project is successfully using youth-police and community-police activities resulting in some improvement in police-citizen relations. The mid-term evaluation found that youth have a better understanding of the judicial system and their rights. Youth also recommend expanding peace clubs and countering violent extremism (CVE) clubs to children ages 7-13 to sensitize them on peace thereby reducing the likelihood of later involvement in criminal gangs and violent extremism.¹⁸⁷

Youth want fairness and equality to govern society and its institutions. “Corruption starts at the top,” said youth in interviews and workshops for Next Generation Kenya. Youth are broadly cynical, and given their views of government, lack faith about changes in corruption and favoritism.¹⁸⁸ A system without corruption and favoritism means police would be accountable for protecting, not bullying, and good quality healthcare would be available for all.¹⁸⁹ Corruption constrains growth, undermining productivity as resources are diverted. An estimated 30 percent of resources for goods procurement

¹⁸² Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹⁸³ Ibid.

¹⁸⁴ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹⁸⁵ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹⁸⁶ Ibid.

¹⁸⁷ Social Impact. Strengthening Community Resilience Against Extremism (SCORE) Mid-term Performance Evaluation Final Report. May 2019.

¹⁸⁸ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹⁸⁹ Ibid.

disappear through corruption.¹⁹⁰ Kenya is ranked 144 out of 180 countries in Transparency International's Corruption Perception Index.¹⁹¹

Civil Society Organizations

The mission of civil society organizations (CSOs) typically includes local development, serving as watch dogs, and supporting communities including marginalized populations. Yet CSOs can suffer from the same lack of trust, assets and capacity as many other organizations. USAID's Yetu initiative supports CSOs to build their assets, capacity, and trust. The goal is a network of organizations, businesses, foundations, and governance structures that support Kenyans. So far, Yetu has supported CSOs including student or youth organizations (16 percent) and those focused on socioeconomically marginalized groups (14 percent). Besides training, Yetu has supported youth banks and community engagement and accountability systems, something youth want to diminish corruption and theft.

Source: Social Impact. Yetu Initiative Mid-term Performance Evaluation Final Report. 2019.

Youth want government officials at all levels to be accountable for promises and promised funds. Many youth are unaware of policies and programs designed to support and empower youth, and those who are aware often feel that the system is rigged such that only those who know or bribe the right person or are members of a particular ethnic group can access support.¹⁹² Youth provided examples of accountability that include: publish opportunities more widely; show how bursaries and mentorships are managed and why winners were chosen; show how funds were spent; provide concrete deadlines for infrastructure projects; hold universities accountable for the quality of graduates; and have more youth representatives in county government that truly represent youth interests. Regarding safety, they want police to protect them and not bully them.¹⁹³ According to one study, youth identify themselves first as Kenyans, then by faith and tribe.¹⁹⁴

Very few youth are involved in community planning decision making (nine percent). They feel excluded from responsible roles.¹⁹⁵ Some youth feel that community social structures silence their voice, as *barazas* (public meetings called by village chiefs) are an important part of social life from which youth are excluded.¹⁹⁶ The SCORE project has had some success increasing youth participation in *barazas*.¹⁹⁷ Communities and schools are frequently not seen as supporting youth empowerment. Some youth indicate that schools fail to teach them to think critically, which puts them at a disadvantage when they

¹⁹⁰ USAID/Kenya and East Africa. Engaging Kenyans to Lead the Journey to Self Reliance: What does the data show and what do Kenyans' think? January 2020.

¹⁹¹ Transparency International. Corruption Perception Index. 2018. <https://www.transparency.org/cpi2018>

¹⁹² Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018; British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹⁹³ Ibid.

¹⁹⁴ Awiti, Alex, Orwa, aleb, Mbuvi, Lucy, Karumba, Mercy. Whole Youth Development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18-30 yrs) in employment Kenya. The Agha Khan University. October 2019.

¹⁹⁵ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

¹⁹⁶ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹⁹⁷ Social Impact. Strengthening Community Resilience Against Extremism (SCORE) Mid-term Performance Evaluation Final Report. May 2019.

later want to actively participate in community planning and decision making. Forty-three percent of youth interviewed said their communities are not supportive.¹⁹⁸

Regarding political participation, more than half (56 percent) of youth said they were not engaged, and 27 percent said they were somewhat engaged, though in the North Eastern sub-region, 39 percent said they were somewhat engaged (and 37 percent said they were not engaged).¹⁹⁹ Some youth feel they have more voice since devolution and the establishment of youth and women's representatives. Yet, many youth feel they cannot trust county government due to corruption and unfair resource distribution.²⁰⁰

In terms of basic political participation—voting—most youth surveyed by Next Generation (84 percent) believe it is important to vote, but the belief varied by location. Youth in Nairobi, Nyanza South, North East, and the Eastern Lower sub-regions were less likely to think of voting as important. These results were further reflected in youth satisfaction with government, where those who were deeply dissatisfied were also those who were less likely to think of voting as important.²⁰¹

Employed youth are less likely to join violent movements for economic gain. Much like the pursuit of risky behavior (described under Health), youth are less likely to engage in violence if they are not idle, but working and able to satisfy their basic needs.²⁰² Kenya Tuna Uwezo project found that employed youth are less easily manipulated by politicians.²⁰³ Civically engaged youth are less likely to engage in political violence. Youth groups that feel marginalized with less influence in politics than others are more likely to approve of and engage in political violence.²⁰⁴ SCORE's mid-term evaluation found that some male youth listen more to older men, so engaging men gave at-risk male youth role models.²⁰⁵

Youth are concerned about non-political violence: theft, cyber fraud, youth vigilante groups, terror groups, religious and ethnic conflict. Some youth express violence as part of daily life; some feel that high unemployment and poverty can lead to drug use and theft.²⁰⁶ Young people perceive police sometimes as bullies, who threaten them for bribes, knowing they have no voice.²⁰⁷ Other examples include land rights in the Coast province resulting in protest, violence, counter-attacks, and youth unemployment and disillusionment resulting in violence.²⁰⁸ Some youth expressed concern

¹⁹⁸ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

¹⁹⁹ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

²⁰⁰ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

²⁰¹ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

²⁰² Mercy Corps. Understanding Political Violence among Youth: Evidence from Kenya on the links between youth economic independence, social integration, and stability. June 2011.

²⁰³ Katherine Vittum, Otieno Ombok, Kenneth Odary, Gloria Mmoji and Management Systems International. Kenya Tuna Uwezo: Final Performance Evaluation: USAID/Kenya and East Africa Office of Democracy, Governance and Conflict September 2016.

²⁰⁴ Mercy Corps. Understanding Political Violence among Youth: Evidence from Kenya on the links between youth economic independence, social integration, and stability. June 2011.

²⁰⁵ Social Impact. Strengthening Community Resilience Against Extremism (SCORE) Mid-term Performance Evaluation Final Report. May 2019.

²⁰⁶ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

²⁰⁷ British Council. Next Generation Kenya: Listening to the voices of young people. 2018.

²⁰⁸ Sivi-Njonjo, Katindi, and Mwangola, Mshai. Kenya Youth Scenarios: Youth ... the key to unlocking Kenya's potential. Institute of Economic Affairs. November 2011.

that violence (political and non-political) is a sign of political and social instability. Such instability, they feel, may prevent them from fulfilling their aspirations.²⁰⁹

Youth in Value Chains

Youth participate in transport, capacity building, production, value addition, and marketing. For example, the Kenya Market-led Dairy Programme used the Service Provider Enterprise model with youth groups to provide training and establish silage-making enterprises in the smallholder dairy supply chain. Youth groups registered companies to provide commercial support services for farmers, which may have stimulated a small increase in milk production. The Kenya Dairy Sector Competitiveness Program found that youth are extremely open to adopting new knowledge, practices, and skills that support sound management of dairy animals and other dairy business opportunities.

In other production areas, youth provide pruning, spraying, and harvesting services in the mango value chain. In Limuru, youth grow flowers as part of a self-help group.

Sources: SNV Netherlands Development Organisation. *Kenya Market-led Dairy Programme - Phase II (KMDP-II) Close-Out Magazine*. August 2019; DTS. *Compendium Report Multi-Stakeholder Evaluation of Agriculture and Livestock Value Chain Activities in Kenya*. 2012.

Women bridge the gap between youth and police and serve well in program outreach to youth. In multiple programs including SCORE and Kenya Tuna Uwezo projects, women are lauded for their roles in reaching youth, engaging them in programs, and in bridging the gap between youth and police.²¹⁰

Youth want to be included in program design. According to Next Generation Kenya, youth want more youth empowerment programs, civic engagement taught in schools, and more youth representatives in county government.²¹¹ They also feel they should be included in designing said programs.

Youth get news and information from radio, broadcast TV, and newspapers more than social network sites and internet.²¹² More than half of all households have a standalone radio, while only urban households are likely to have a functional television (62.5 versus 26.9 percent of rural households). More than one of three urban households have internet at home (35.4 percent) compared with only 6.9 percent of rural households.²¹³ Women make up only one in three internet users in Kenya with a 34 percent gender gap.²¹⁴

In terms of exposure to media and information device availability (TV, radio, phone, mobile phone), youth in the following counties are the most deprived (from high to low): Turkana, Garissa, Wajir,

²⁰⁹ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. *Next Generation Kenya: Qualitative Research Findings*. British Council. March 2018.

²¹⁰ Social Impact. *Strengthening Community Resilience Against Extremism (SCORE) Mid-term Performance Evaluation Final Report*. May 2019; Katherine Vittum, Otieno Ombok, Kenneth Odary, Gloria Mmoji and Management Systems International. *Kenya Tuna Uwezo: Final Performance Evaluation*: USAID/Kenya and East Africa Office of Democracy, Governance and Conflict September 2016.

²¹¹ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. *Next Generation Kenya: Qualitative Research Findings*. British Council. March 2018.

²¹² Shujaaz. *The State of Kenyan Youth: Media*. 2018.

²¹³ Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census Volume 4: Distribution of Population by Socioeconomic Characteristics (December 2019).

²¹⁴ GSMA. *The Mobile Gender Gap Report 2020*. www.gsma.com/r/gender-gap

Samburu, Mandera, Marsabit, Tana River, West Pokot, Kwale, Isiolo, and Kilifi.²¹⁵ Some youth use social media, like Twitter, to talk about issues that matter to them, but they self-censor and do not see social media as a civic engagement tool.²¹⁶ Not everyone has access to social media. For example, the government restricted the access of youth in Western Province.²¹⁷

Youth organizations and networks exist but are not coordinated. With youth networks like the National Youth Bunge Association, African Youth Alliance (AYA), and the Young African Leadership Initiative (YALI) and youth groups like Youth Motion Kenya, combined with access to mobile phones and internet, Kenyan youth have an extraordinary capacity for personal agency and coordinated action and interaction. A recent youth-led network discussion found that “Each circumstance where *collective impact* was achieved involved an anchor, or backbone organization or association that intentionally focused network members on a common goal.”²¹⁸ The discussants also found that “... experiences with youth networks in Kenya showed several effective examples and lessons learned around *social capital* and connectivity networks, but minimal examples of collective impact, alignment networks, or production networks.”²¹⁹

One of the actionable recommendations discussed by the group is to consider “investing in *pilot collective impact initiatives* to **explore** and **measure** how intentionally networked stakeholders can ‘move the needle’ and produce benefits at the population level.”²²⁰ Supporting coordinated action can help youth groups to grow their efforts and connections for greater youth and social impact, such as those requested by Youth Motion Kenya during the COVID-19 crisis:²²¹

- Develop trust between youth and government by fighting corruption and facilitating youth coordination;
- Capacity building for youth and their organizations;
- Communication between youth and government;
- Facilitating intergenerational dialogue, and
- Facilitating connection between Kenyan youth and youth in East Africa in the “new normal” world.

Summary

A great deal is known about young Kenyans and the context in which they live, some of this knowledge coming from youth themselves. The desk review findings described in this section illustrate the interconnectedness of forces influencing youth vulnerability and marginalization. The desk review

²¹⁵ Kenya National Bureau of Statistics and UNICEF. Child Poverty in Kenya: A Multidimensional Approach. 2017.

²¹⁶ Dy Schryver, Chloe, Connors, Caitlin, and Patel, Binal. Next Generation Kenya: Qualitative Research Findings. British Council. March 2018.

²¹⁷ Sivi-Njonjo, Katindi, and Mwangola, Mshai. Kenya Youth Scenarios: Youth the key to unlocking Kenya’s potential. Institute of Economic Affairs. November 2011.

²¹⁸ Surkin, Rachel, Oduro, Nina, Mugenyi, Melizza. 2020. Can Youth-led networks Take Development to Scale in Kenya? Developing a Learning Agenda. IREX. <https://www.irex.org/sites/default/files/node/resource/youth-led-networks-development-scale-kenya-learning-agenda.pdf>

²¹⁹ Ibid.

²²⁰ Ibid.

²²¹ Youth Motion Kenya, 2020. https://www.facebook.com/pg/YouthMotionKe/posts/?ref=page_internal

exposed some knowledge gaps, such as barriers to youth engagement in the production sector and young Kenyans' interest in production sector work. The CSYA attempts to close those gaps with discussions with youth, and interviews with youth role models, adult champions of youth, and other youth-focused stakeholders.

Before turning to the findings from the Ground Truth activities that gathered data from youth and youth-focused stakeholders, we summarize USAID/KEA's existing youth-inclusive programs and how they engage with young Kenyans.

F. SNAPSHOT OF YOUTH INCLUSION IN THE CURRENT PORTFOLIO

USAID's investment in Kenya is considerable. USAID/KEA has long supported young Kenyans in programs using PYD-based programs such as Yes Youth Can!. Among the active USAID/KEA portfolio valued at \$577M (FY2018), 14 activities are youth-inclusive (or about 10 percent of the value of the portfolio). They include five multisector programs, three economic growth activities, and two activities each in the education, health, and governance sectors. Table 76 outlines the programs; all of which are nearing completion, giving USAID/KEA an opportunity to take stock to determine how best to support new youth-focused programming.

Table 7. Snapshot of Youth-Inclusive USAID Activities in FY 2019

| Activity Name | Funding (millions) | Project Period | Population Targeted | Description or Primary Intervention(s) | Youth-Inclusive Approaches |
|--|--------------------|----------------|--|---|--|
| <i>Afya Timiza</i> | \$24 | 2016-2022 | Nomadic pastoralists | Technical assistance and advocacy at county, sub-county levels, and community empowerment and challenging gender norms and harmful sociocultural practices to drive better health-seeking practices. | Engaging and training youth about family planning, reproductive health, and other health-related wellbeing issues, and as peer educators, using youth-friendly methods such as support groups, social media, posters, radio, and roadshows. |
| <i>Comprehensive Assistance, Support and Empowerment of Orphans and Vulnerable Children (CASE-OVC)</i> | \$38.8 | 2017-2022 | OVC & caregivers in Nakuru, Baringo, Samburu, Turkana, Narok, Laikipia, Meru, Tharaka Nithi, Kiambu, Nyeri, Muranga, Nyandarua, Kirinyaga, Machakos, Kajiado, Kitui, Makueni, and Embu | Increase access to social services (health, nutrition, education, legal protection, psychosocial support, and social protection), improve livelihood options and strengthen formal and informal protection systems. | CASE-OVC provided education support, helping children to pay for school fees; menstrual hygiene packs for teenaged girls; life skills training and mentorship; and post-gender-based violence care and social protection. |
| <i>Yetu Initiative</i> | \$2.9 | 2014-2022 | CSOs | More than a third of the supported CSOs focus on youth development, some of which are student or youth organizations. | Efforts include expanding youth access to essential services that are more youth-friendly, including youth banks. |
| <i>Feed the Future Kenya Livestock Market Systems Activity (LMS)</i> | \$45 | 2017-2022 | Garissa, Isiolo, Marsabit, Turkana, and Wajir counties | Facilitating a more competitive livestock value chain for pastoralists moving up in the livestock market system. Creating viable, diversified livelihood opportunities for those moving up or out of the sector. | Training youth for employment and work readiness in livestock/agriculture sector. Training youth in digital literacy and skills. Providing grants to increase youth access to markets and reducing their risk. Providing entrepreneurship training and job matching. |

| Activity Name | Funding (millions) | Project Period | Population Targeted | Description or Primary Intervention(s) | Youth-Inclusive Approaches |
|--|--------------------|----------------|---|--|---|
| | | | | <p>Facilitating institutional and community initiatives designed to strengthen resilience capacities.</p> <p>Facilitating improvements in human capital designed to improve health, nutrition, and WASH practices.</p> <p>Creating an enabling environment for economic opportunities.</p> | |
| <i>Young African Leadership Initiative (YALI)</i> | \$21.5 | 2015-2021 | Young leaders | Provide leadership training in Business and Entrepreneurship, Civic Leadership, and Public Management and supporting alumni job creation. YALI supports a network of 40 U.S. universities to provide skills and support for young Kenyans through its Mandela Washington Fellowship Program and the Regional Leadership Center for East Africa based in Nairobi. | YALI trains youth to be leaders of change in their communities and countries and connects them via a network so they can learn from and support each other to magnify their combined efforts. For example, creating an e-commerce platform for Kenyan artisans linking them with potential buyers, thereby cutting out the local middlemen who control market access. |
| <i>Safeguarding Democratic Space in Kenya (SADES-K)</i> | \$6.35 | 2018-2021 | Nationwide | Strengthen and revisit Kenya's governance architecture; strengthen social and ethnic cohesion; protect civic and democratic space; monitor national conversation and implementation of outcomes monitored for accountability, learning, and scale-up. | Engage youth in conflict mitigation and greater inclusion and representation of youth in community dialogue. |
| <i>Kenya Youth Employment and Skills Program (K-YES)</i> | \$21.9 | 2015-2020 | Ages 18-35 involuntary dropouts in Bungoma, Garissa, Kericho, Kwale and Nairobi, Kisii, Nyeri, Migori, and West Pokot counties. | Provides skills training and access to labor market information and financial institutions. Builds local relationships, e.g., public/private partnerships, to better link training with market-relevant needs. K-YES seeks sustainability through peer-led consultative discussion resulting in | K-YES engages underemployed youth with primary or some secondary education providing them with local, market-relevant training. |

| Activity Name | Funding (millions) | Project Period | Population Targeted | Description or Primary Intervention(s) | Youth-Inclusive Approaches |
|--|--------------------|----------------|---|--|---|
| | | | | County Youth Employment Compacts. | |
| Global Give Back Circle | \$5.2 | 2011-2020 | Secondary school girls (mostly) heading to tertiary school. | Provides female mentors to disadvantaged, secondary school girls to help them transition to tertiary education. | Tertiary scholarship, mentor, ICT course, life skills workshop, and financial literacy training help tertiary-school bound youth who commit to paying it forward. |
| Determined, Resilient, Empowered, AIDS-Free, Mentors and Safe Women (DREAMS) | | | Girls/young women ages 10-24. | Provides HIV care and GBV prevention, treatment, and protection services for adolescent girls and young women. | Comprehensive, multi-stakeholder approach with cross-sectoral interventions using participatory methods blending customized individual support to adolescent girls and young women, as well as strengthening of education, health, social and economic systems. Methods include community dialogue, sensitization, outreach, on-site support, mentorship, coaching, and training. |
| Generation Kenya | \$4.74 | 2014-2020 | High school graduates ages 18-35. | Develops partnerships with employers to provide demand-driven skills. Provides technical training, skills to develop a positive business mindset, guidance on professional etiquette, social support services, and mentorship to unemployed high school graduates. | Recruits vulnerable youth who show will and commitment for the program and change. Provides an integrated four-12 week work readiness program with technical training in one of the demand-driven skills selected by the youth, life skills training to support behavioral change, and a four-stage curriculum (understanding, practice, reflection, and reinforcement) to support a growth mindset. Youth participants are supported by a life mentor and social circle and connected to an employer after graduating. |
| Tusome Early Grade Reading | \$81 | 2014-2020 | Children in Grades 1-3 | Literacy development and fostering a reading culture among early-grade pupils, including children with visual | Tusome is increasing the literacy level of young students, which supports the success of young |

| Activity Name | Funding (millions) | Project Period | Population Targeted | Description or Primary Intervention(s) | Youth-Inclusive Approaches |
|--|--------------------|----------------|---|--|--|
| | | | | and hearing impairments. Training public school teachers in grades 1-3 and providing textbooks to every student. | adolescents ages 10-14 in school and beyond. |
| <i>Afya Jijini</i> | \$34 | 2015-2020 | Nairobi county | Supports integrated health service delivery. | Uses peer and adult mentors, for example, to reintegrate adolescent mothers in school under the Binti Shujaa initiative. |
| <i>Nilinde Orphans and Vulnerable Children</i> | \$41 | 2015-2020 | OVC | Strengthening families to provide for children under their care and strengthening social systems and structures. | Reached youth through adolescent health forums with edutainment, boot camps, and peer to peer support groups. Nilinde provided vocational and life skills training as part of a buffer-out strategy for youth over 18 years. |
| KENYA <i>NiWajibu Wetu (NIWETU)</i> | \$20 | 2016-2020 | Core Counties: Garissa, Isiolo, Mandera, Nairobi, and Wajir | Builds CVE knowledge and skills among at-risk populations including youth; empowers local, sustainable CVE networks to take action to address violent extremism; provides targeted CVE assistance to county governments; strengthens national and inter-governmental CVE platforms, and develops indigenous CVE research capabilities of Government of Kenya counterparts. | Month-long mentorship program provides youth with a safe and productive space to talk about violent extremism, radicalization, leadership, and social action. NIWETU supports youth influencers and radio talk shows on CVE for youth. Trauma healing supports young men's willingness to join self-help groups. Talking with youth where they are about CVE, e.g., video dens and public toilets. |

The number of organizations in Kenya working with youth is overwhelming. USAID is one of many multi-lateral donors investing and supporting Kenyan youth. There are numerous NGOs, faith-based organizations, and Kenyan Government programs aimed at improving the lives of youth. They include the governments of Italy, China, and the Netherlands, the African Development Bank, DFID, Gesellschaft für Internationale Zusammenarbeit (GIZ), the International Labour Organization, Mastercard Foundation, HF Foundation, KCB Foundation, Moringa, Safaricom Foundation, The World Bank, the CocaCola Foundation, LinkedIn, Juakali, Andela, and LYNK.

A Dalberg analysis of youth workforce initiatives concluded that multiple coordination challenges currently exist in the Kenyan jobs ecosystem that affect youth: 1) siloed initiatives resulting in duplicated efforts and gaps; 2) lack of necessary labor market data informing programs; 3) limited efforts to address persistent issues, and 4) lack of dedicated oversight to maximize coordinated impact.²²² Dalberg recommends an interactive map of interventions. Informants, as we will see in the next section, offer additional insights into engaging youth and facilitating youth development.

One such coordination effort is Joint Sub Sector Working Group (JSSWG) on TVET and Youth Employment, which was established in 2017 to provide members with a platform where they can work together to increase alignment of investments in the sector to maximize their investments and create a greater impact on national TVET reforms. The network is led by the Ministry of Education and comprises over 20 bilateral and multilateral development partners. The Development Partners Technical Working Group (TWG) on TVET and Youth Employment is the working-level technical group to implement the priorities of the JSSWG.

²²² Dalberg. Deepening strategic alignment and coordination around job creation and youth employment in Kenya. PowerPoint presentation. July 2019.

V. FINDINGS FROM GROUND TRUTH AND KEY INFORMANT INTERVIEWS

This section offers a detailed discussion of the findings of the primary data collection including focus groups, interviews, and social media. The analysis amplifies the voices of young people and examines vulnerability from their perspective. The analysis confirms the desk review findings. With regard to white collar jobs, youth in FGDs and interviews saw their chances of getting such jobs as slim, so they expect to be hustling or working in the informal sector. These findings build on the desk review findings with the lived experiences and perceptions expressed by youth, youth role models, adult champions of youth, businesses hiring youth, implementers of youth programs, and other youth-focused stakeholders.

In this section, we provide Young People's View on the State of Kenyan Youth Today (subsection A), explore the definition of vulnerability from the perspective of young people, i.e., as a choice to trade their independent decision-making for basic necessities in B. The Concept of Vulnerability, as well as the 10 different layers or sources of vulnerability identified by young people in C. Layers of Vulnerability. We also triangulate the findings of the desk review, FGDs and individual interviews with youth, youth champions and other key informants.

Key takeaways include:

- The life of young Kenyans is very complex, and almost every aspect of it—from relationships with parents to educational choices to selecting a place of residence—has the potential to become either a source of success or a source of vulnerability. This complexity is the primary reason for young people's vulnerability, marginalization, and disaffection.
- Young people do not understand the concept of vulnerability in the same way as it is defined by the development sector. Their definition focuses on the tradeoff between basic needs and agency, i.e., the ability to make independent decisions and control one's life.
- There are ten layers of vulnerability from the perspective of young people: Physical, financial, educational, social, locational, occupational, demographic, psychological, legal, and digital. Each layer has its own weight with the most essential being financial, education and social vulnerabilities. These vulnerabilities are interconnected and interdependent, so they are not readily addressed by single-sector activities.
- The main differences by demographic subgroups of young people are locational, occupational, and digital vulnerabilities.
- Girls and young women-focused programs make young men feel left out and jealous.
- Youth describe peer competition for limited opportunities as leading to mistrust and subsequent challenges in forming effective youth networks. Simultaneously, they believe that helping others, especially young people, is one measure of success in life.
- Youth networks and peer mentors provide mutual support, sharing challenges and solutions, and pathways for information exchange and training. Youth enjoy competitive events as participants and as entertainment.

A. YOUNG PEOPLE'S VIEW ON THE STATE OF KENYAN YOUTH TODAY

Before delving into the detailed discussion on young people's view of vulnerability, it is important to present a high-level view on how young people perceive their lives and the communities around them. The purpose of this section is to review the overall state of youth in Kenya from their perspective to enable the discussion of vulnerabilities to be grounded in the bigger picture. Understanding young people's perspective is critical to deriving the definition of the vulnerability, as well as to unpack the 10 vulnerability layers described in C. Layers of Vulnerability.

Youth perspective on their place in society

The dynamic of the FGDs was very positive, and young people remained good-spirited despite some discussions lasting more than four hours. While describing the current state of youth, participants used humor and colorful metaphors, though it was clear that their hardships were real, deep-rooted, and started long before the COVID-19 crisis.

Overall, young people were overwhelmingly pessimistic about the place of youth in Kenya. Across demographic groups, youth felt that though they are the majority of the Kenyan population, they are not treated accordingly, or given a voice to express their opinions about what is important for their generation.

What Young People Say on the State of Youth in Kenya

"There's a point that life gets you until you do things you wouldn't want to do in order to get money. If your mother is sick, and she can't work, and you're the one that people depend on daily, you don't have money to save even in case someone gets sick." -Male, 21, Isiolo, boys FGD

"In my area suicides have reduced, only that many of the youths are engaging in drug abuse. The bigger percent are not happy because they feel they are being left out when it comes to sharing the national cake. While others are eating the cream of the cake, we are given plates to lick." -Male, 20, Nakuru, boys FGD

"Society ignores us and forgets we are the leaders of tomorrow." -Female, 18, Nakuru, girls FGD

"Youths are not heard, even when they give their opinions they are ignored." -Male, 24, Mombasa, mixed FGD

Young Kenyans find themselves in a peculiar position: Because of their sheer number, the society puts a lot of pressure on today's youth to be stable pillars in their country, community, and families. Young Kenyans are expected to start earning income at an early age, take care of their young siblings, elderly, volunteer their time, and obey communal rules. Moreover, young people feel their views and experiences are consistently ignored in decision making process, leaving them voiceless and misrepresented, and ultimately making their lives harder than they need to be. Many talked about suicide and substance abuse as ways youth cope with the pressure and disappointment as discussed in the section on psychological vulnerability. Yet most stakeholders (including community members, leaders, elders, government agencies, and elected officials) are interested in what young people want and need, i.e., their state of mind, aspirations and desires, and the opportunities they want, or the support they need.

Young people's dreams and aspirations

When asked to talk about their plans and hopes in life, the opinions of young people in urban and rural areas were strikingly different. The most important difference was youth's capacity to dream about things that were outside their current reach. More specifically, urban youth, even those living in urban informal settlements, aspired to accumulate wealth, establish businesses, grow big networks and families,

and acquire assets. In comparison, rural youth mostly focused on small-to-medium improvements to their current circumstances, e.g., earning KSH300/day vs. KSH50/day.

The differences between urban and rural young people in terms of dreams and aspirations appear to be rooted in two key factors: (1) the depth of despair in young people's current state by location with rural youth experiencing significantly more hardships than urban youth, and (2) exposure (or the lack of it) to successful people or role models in their immediate communities with urban youth more likely to benefit from the visibility of successful and wealthy youth and adults.

Limited aspirations affect the link between aspirations and intrinsic motivation. Motivation induces movement and the direction for the movement is defined by aspirations or goals that a person aims to achieve.²²³ The lack of aspirations or low aspirations can stifle intrinsic motivation for personal growth and any related behaviors.²²⁴ In FGDs, young people acknowledged the link between aspirations, motivation, and life performance. Research suggests that aspirations tend to decline with age, which means young people with low aspirations (rural youth in particular) arrive at a disadvantageous position very early in life.²²⁵

What Young People Say...

On dreams & aspirations

*"I would have gotten a wife, and kids, I have a well-paying job, own a house so paying rent becoming a dream, I have my own driver, as in I am living the *HAUSA FAMILY LIFE*" -Male, 26, Nakuru, mixed FGD*

"A good life...there now you're sure that your sibling will not sleep hungry, you won't see mum on the bed sick and suffering 😊 you will sleep having eaten not drinking water, and expecting tomorrow its 300 Bob you are making in a day or 200." -Male, 21, Isiolo, boys FGD

On uplifting others

"My success will not be measured on how much wealth I have but will be measured on how many people I will have lifted." -Male, 25, Homa Bay, mixed FGD

On finding their voice

"We as youths should take the responsibility of finding our voice to be heard." -Male, 20, Nairobi, boys FGD

"It's the way [successful youth] went through all struggles of life and they never gave up; it makes me have hope. " -Female, 22, Mombasa, girls FGD

Youth desire to give back and support less fortunate youth

Despite the difference in their aspirations, all youth included in their dreams an element of "paying back" to their families and communities, helping others, and taking care of other people, including youth like

²²³ Dhanaraj P.P. (2014) Aspiration and Motivation. Shanlax International Journal of Education, 2(4), 6-12.

²²⁴ Ibid.

²²⁵ Morgan, J. and O. Robinson (2013) Intrinsic aspirations and personal meaning across adulthood: Conceptual interrelations and age/sex differences. Developmental Psychology, 49(5).

them. This aspiration to do for others what has not been done for them (mentorship, financial, and social support) is an important clue on how to effectively scale youth-focused programs.

SMS survey respondents affirmed these findings, showing that just over half of young people (55 percent) aspire to help others once they have succeeded in life. (see graphs in Annex III: SMS Surveys)

Youth believe in their resilience, although it requires supportive peer networks

Despite the pessimism expressed by FGD participants, some young people reminded themselves and others that as youth they can achieve success and the path to success is their resilience and perseverance, not reliance on others (including families, communities, and government). Hustlas were often referred to as an example of youth who succeed through hard work and dedication.

Aside from the examples of role models, it was clear that connecting young people into supportive cross-county networks would be an important contribution to their resilience. Participants from a few groups (Kakamega boys, Kakamega mixed, Nakuru boys and Isiolo mixed) reached out to the Shujaaz team after the discussions to say that FGDs had a therapeutic effect on them; it was as important for them to hear the words of encouragement from fellow youth as it was to support others through common challenges.

What Young People Say...

“If you can, arrange these discussions monthly, so that we can feel at home when we see people getting concerned about our welfare. We are ready to share our problems and opinions to reach the people at the top because you have the voice to do that.” -Female, 24, Kakamega, mixed FGD

Youth views on vulnerability and marginalization of adolescents ages 10-17

When asked about younger siblings or peers, FGD participants said that all young people in their communities suffer, regardless of age, and that younger youth are subject to the same vulnerabilities as older youth. They made notes of two differences:

Most younger adolescents are still in school, which means they are mostly busy with schoolwork and have limited responsibilities for household chores and earning income compared to older siblings. They are more likely to be provided for by not just parents but older siblings, who are often expected to sacrifice their education and financial needs to support younger siblings from an early age through school and sometimes college. In summary, young people experience a lot of pressure to play a central role in their communities by providing for their younger siblings and taking care of their elders. However, many feel that while young people are many and they carry a heavy burden, they do not have adequate rights, voice, or support from families and communities to deliver on the community's expectations. They feel that on most occasions, young people are called for when somebody needs something from them; yet few people and organizations are interested in their needs, aspirations, opinions, and/or feelings. The disconnect between community expectations towards young people, their hopes in life, and the limited support system and resources available to them are mostly the reasons for the challenges young people face in reaching their potential as discussed in Sections B and C.

Youth at the time of COVID-19

The general opinion among youth is that while the entire country has been suffering from the pandemic, young people have been affected the most. Their income-generating activities, relationships, and presence in the governance are not yet established, which makes young people more vulnerable to losing their entire livelihoods without their communities or public authorities noticing and coming to help.

The COVID-19 crisis had a severe impact on young Kenyans' livelihoods, especially in the first two months. By the end of March 2020, 92 percent of informal microentrepreneurs in the Shujaaz fan network had to close or reduce their business operations, although 5 percent of fans opened a new business at that time. By April 2020, the number of affected microentrepreneurs reduced to 74 percent, which showed great resilience and agility of young people in the face of the economic and health crisis. Yet even the recovered businesses were not operating at full capacity. Youth losing their livelihoods added to their parents' inability to earn money resulted in three out of four Shujaaz fans (74 percent) going to bed hungry at least once in the week prior to the SMS survey conducted on May 29. In their feedback, young people report that they see their friends turning to crime and drugs because of brokenness and idleness.

What Young People Say...

On youth suffering:

"Corona has made many youth suffer." (Unknown, 30, Kakamega)

On the economic hardships:

"The amount of income I earn has really reduced since the pandemic. Even to pay rent has become a problem." (Male, Kisumu)

"I would say, now we are doing better than the first month after the pandemic happened. Right now businesses are coming back, although still experiencing difficulties." -Unknown

On agriculture:

"I have been doing some vegetable farming (kales, cabbage, and onions) and I have sold quite a lot which is helping me survive these hard times." -Female, 20, Kakamega

"I am keeping myself busy by going to the farm daily." -Female, 19, Homabay

"Fresh juice, fruit salad, and other fresh vegetables-based business are doing so well." -Male, Facebook

On COVID-19 and Public Health measures:

Here in upcountry life is continuing normally since the first case was reported. -Male, Facebook

People are hustling as usual. (Male, Facebook)

Where I stay, matatus [PSV] are full of passengers in the evening. Conductors tell customers that Corona is over. -Male, Facebook

During the pandemic, young people have rediscovered agriculture as a viable sector for entrepreneurship. Seeing that even during extreme financial hardship people are buying food even at much higher prices, motivated some young people to try their hand at growing/selling raw or processed produce. It also helped that some traveled "upcountry" to their ancestral homes to stay with their

parents until the crisis passes, and while at home young people wanted to help out and not be a burden to their families. Right now might be a good time to showcase agricultural initiatives to young people, using the momentum created by COVID-19.

While the awareness of COVID-19 and corresponding public health measures are widespread, young people report low adherence to the requirements in their communities.

Since young people have been actively involved in promoting public health measures in their communities, seeing adults disregard requirements is confusing and disheartening to them.

Public health measures further strained already difficult relationships between young Kenyans and the police. While young people understood the need for public health measures and their enforcement, the majority have to break at least some of the rules to earn money for food and rent. Even before the COVID-19 pandemic, young people feared police and complained about being mistreated, especially if they happened to live in one of the large informal settlements. As the regulations during the COVID-19 crisis tightened, young people felt they and the police have become bitter enemies. The issue appears to be more pronounced in urban areas with boys being most affected.

What Young People Say...

On police and security:

“These guys are insane. They can’t understand the youth hence end up dehumanizing. I hate them.” -Male, Facebook)

“Whenever any youth sees any police officer, they fear even without any offence. The approach of the police is wrong.” -Male, Facebook

Whenever I come across a police officer, I’m filled with fear, especially when they are in uniforms and have guns.” -Male, Male, Facebook)

On attitudes towards Government actions:

“My county government has given out food to people and they keep on talking to people on how to prevent COVID-19.” -Kwale, 21, Female

“I have no confidence in the county government, its working on a ‘who do you know’ basis. (Unknown)

“They have done a lot of nothing ever since the pandemic started.” -Female, Facebook

On the next steps in fighting the pandemic:

“Government should open forums so that the youth can socialize with others and get new opinions and ideas from their fellows.” -Female, Facebook

“I would open up the economy and put up some more measures in place, and just hope and pray the citizens will be responsible enough.” -Male, Facebook

Having realized that the decisions the Government makes directly affect their livelihood, young people are now more closely following COVID-19 related discussions. While young people sympathize with the President, they do not seem to trust other elected or appointed officials. Youth report new cases of corruption – now under the umbrella of COVID-19 measures. There are more and louder youth voices calling for the Government to take youth seriously, include them in decision making entities, such as those determining how to fight the pandemic in their communities.

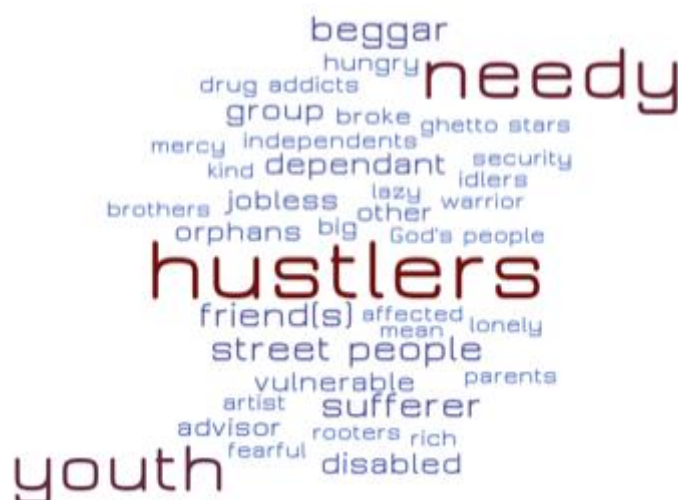
Many young people have already taken the initiative of educating children, elderly, and people with disabilities on public health measures. They now want their voices, experiences, opinions, and their championing of positive behaviors to be recognized by public authorities. They also request the government's financial support and provision of the necessary equipment for them personally, their families, and communities (e.g., masks, handwashing stations, soap).

Five months into the pandemic (as of the first week of July 2020), young people have been very pessimistic about the end of COVID-19. Hence, in their opinion, the Government would do well to slowly reopen the country to enable local and foreign businesses to restart and tourists to return to Kenya. At the same time, young people recommend public health measures to be enforced and counties with the highest number of cases to be put under a localized lockdown to prevent the disease from spreading further.

B. THE CONCEPT OF VULNERABILITY

The main assessment goal is to describe the sources of vulnerability, marginalization, and disaffection. Based on the FGDs and interviews, young Kenyans do not have, use, or understand a unified concept of vulnerability. Vulnerability is “relative and dynamic.”²²⁶ “Needy” people may or may not be perceived as vulnerable depending on what specific resources such people “need.”

Figure 15. Survey: *In every community there are young people who need a lot of help from others. Use one word in Sheng, Swahili, or English to describe how young people in your community call them. (n=267)*



Take the case of microentrepreneurs, called hustlas. Most survey respondents see hustlas as people who need help from others; yet FGD participants also refer to hustlas as one of the most successful youth segments: hustlas typically earn more than young Kenyans on average, they are more likely to use contraception, set aside money regularly, and vote.²²⁷ The two next most popular definitions of

²²⁶ “What is vulnerability?” by the International Federation of Red Cross and Red Crescent. Retrieved on July 3, 2020, from <https://www.ifrc.org/en/what-we-do/disaster-management/about-disasters/what-is-a-disaster/what-is-vulnerability/>

²²⁷ Hutchinson, P., Mirzoyants, A. and A. Leyton (2018) Empowering Youth for Social Change through the Shujaaz multimedia platform in Kenya. *International Journal of Adolescence and Youth*, 24(1), 102-116; Shujaaz Inc, (2018) Shujaaz 360 State of the Youth report 2018. Retrieved on July 26, 2020, from <https://www.shujaazinc.com/publications/empowering-youth-for-social-change-through-the-shujaaz-multimedia-platform-in-kenya/>

vulnerable groups were “needy” and “youth” suggesting that participants recognized that Kenyan youth have unmet needs.

What Young People Say on the Concept of Vulnerability:

A vulnerable person is someone who can't do anything for themselves and must depend on someone. (Female, 21, Nakuru, girls only FGD)

I am not vulnerable, I have a home, and at least I get food. (Female, 20, Nakuru, girls only FGD)

There is someone who can at least make decisions and there is one who when told to do anything, he/she doesn't have a second thought. (Male, 26, Nakuru, mixed FGD)

Vulnerability depends on the number of meals one takes in a day. You can't take 3 meals a day and then you classify yourself as being vulnerable. (Male, 25, Homa Bay, mixed FGD)

As we explored methods to understand vulnerability, an effective approach required first asking youth about the danger of being vulnerable and then exploring the type of people who experience that danger, and the context in which dangerous situations occur.

According to FGD participants, the main danger of vulnerability for young people in Kenya is exposure to manipulation and abuse: physical (including sexual abuse), emotional, socio-political, or financial.

In other words, being vulnerable makes young people desperate and submissive: they are desperate to get out of their vulnerable position and submissive to the power of people or organizations whom they believe can help them.

“Exposure to the dangers in life” was a recurring theme across all locations, however, the mixed-gender group in Nakuru clarified that the main danger of vulnerability is that it results in significant dependency of youth on others, as described here:

Vulnerability is a condition in which a [young] person depends on other people for basic needs, protection and decision making to an extent that this dependence exposes them to manipulation and abuse.

A young person's sense of dependency is directly related to his/her personal agency (e.g., decision making). To further expand on this logic, it appears that a “vulnerable person” from the perspective of FGD participants is:

A vulnerable person trades off his/her agency (e.g., independent decision making) for basic needs such as food and safety/protection and is willing to accept the consequences of such a tradeoff, including abuse, manipulation and misrepresentation.

This last definition helps clarify the apparent inconsistencies in some of what FGD participants said. For example, even though participants were recruited from the bottom two groups by their financial status and clearly exhibited signs of poverty and despair, most did not feel they were vulnerable. A few said that since they had a home and at least one meal a day, they were “ok.” Since the participants said their basic needs were covered to some extent, they did not feel desperate to the point at which they are willing to release control of their lives (trade off their agency) to someone in return for that party to cover their basic needs.

As further emerged from the discussions, vulnerability is not a binary state; it is a continuum described by youth as different layers with varying levels of intensity. All but one of the layers emerged in the

FGDs and were supported by interviews and surveys. Digital vulnerability came out of youth conversations in social media. The layers are:

| | |
|---------------------------|-----------------------------|
| Physical vulnerability | Occupational vulnerability |
| Financial vulnerability | Psychological vulnerability |
| Educational vulnerability | Demographic vulnerability |
| Social vulnerability | Legal vulnerability |
| Locational vulnerability | Digital vulnerability |

A VULNERABLE PERSON IS SOMEONE WHO YOU CAN BE EASILY CONVINCED TO DO SOMETHING, OR SOMEONE WHO IS VERY EXPOSED, SO ANYTHING CAN HAPPEN TO THEM ANY TIME.

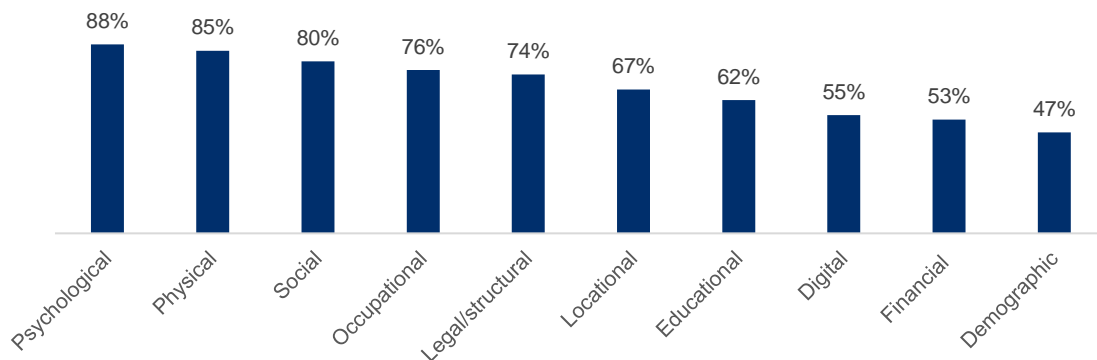
-MALE, 26, NAKURU, MIXED FGD

In summary, young people look at the concept of vulnerability from the perspective of a forced dependency on other people. Such a dependency comes from a young person’s inability to cover their basic needs by themselves, and results in this person choosing to allow somebody else to control their life and decision making in return for food, shelter, and possibly other benefits, material or otherwise. According to young people, vulnerability is not a homogeneous concept: it is multilayered with interrelated and overlapping layers. In Section C, we offer further details on each layer, their relationships with each other, and the relative importance of each layer in the eyes of young Kenyans.

C. LAYERS OF VULNERABILITY

This section describes each layer supported by FGD participants’ testimonials and interviews with youth role models, champions, SMS surveys, and social media posts. Youth identified ten aspects or layers of vulnerability, each of which was explored in detail in FGDs except for digital. Youth discussants described financial, social, and educational as the most influential in their lives. In addition, weekly SMS surveys included a series of questions about the vulnerabilities youth described and verified the findings of the qualitative workstream. Figure 166 summarizes survey results illustrating the proportion of youth who rated each vulnerability as “very important.”

Figure 16. Vulnerabilities rated as “very important” for a person to be able to achieve their potential



Psychological vulnerability

Psychological vulnerability, like financial vulnerability, was a very common experience among FGD participants (and supported by survey results); and it was described in very similar terms with only some variation by location, age, and gender.

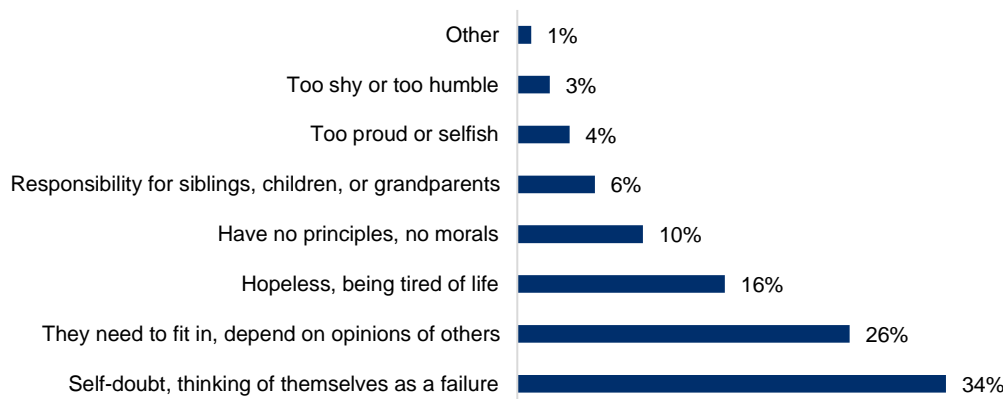
In general, psychological vulnerability appeared to be a mental state, a stress so debilitating that it prevents young people from making the right choices in life, forces them to give up trying to succeed, can result in a deep depression and/or physical harm to oneself (e.g., substance abuse and suicides).

In FGD findings, psychological vulnerability as a state of mind is a manifestation and result of:

- Young people’s self-perception and the pressure they impose on themselves.
- The pressure young people absorb from external influencers and the way they see themselves through other people’s eyes.

Survey respondents highlighted internal pressure—think of oneself as a failure and self-doubt—as the most challenging aspect of psychological vulnerability, with external pressures following.

Figure 17. Survey: What are the top three things about a person’s psychological and mental state that can make it difficult for them to succeed? (N=2,113 responses)



According to FGDs, neither internal nor external pressure is one-dimensional or one-directional. When it comes to internal pressure, some young people might be suffering from low self-esteem and feel that by not achieving more in life, they are failing their family because they cannot provide for them and/or they make their family appear undesirable (poor, desperate, lowly) in the eyes of the community. Internal pressure can also result from unjustifiably high self-esteem. According to FGD participants, especially in urban areas, youth can get lazy, arrogant, or greedy; and such attitudes prevent them from succeeding in life.

The source of external pressure is typically a social network: family, peers, or community. As discussed on several occasions earlier, any social group can cause young people to feel stressed when the expectations of such group are misaligned with a young person's capacity and come without an offer of necessary resources – e.g., parents expecting a young person to acquire a college degree but not providing money to pay even for school fees.

What Young People Say on Psychological Vulnerability:

Sometimes even you feel like committing suicide. Were it not for my mum, just leave it... (Male, 21, Isiolo, Boys only FGD)

I believe peer pressure causes all this stress, because your peers are the ones who lead you into drugs when they use them, or making fun of you. (Female, 24, Nairobi, Mixed FGD)

Me, there is no drug that I never used. Not only "Saget", but all of these I was using. I was smoking bhang, I was using "Jaba", I was smoking cigarettes, alcohol... Because I was always depressed, stressed. Imagine, when I go back to the house and I don't have money, what will my children eat? (Female, 20, Nairobi, youth role model)

According to FGD findings, young people have been under intense negative internal and external pressure for some time, which was intensified by the COVID-19 crisis. Some youth, especially in the past year, have given up, committed suicide, while others have considered suicide. In one of the Isiolo FGDs, almost every participant knew someone or of someone in their area who had recently committed suicide. Other coping strategies mentioned by young people include using drugs and alcohol (boys and girls), engaging in transactional sex (girls only, excludes sponsor relationships), or joining Criminal and Violent Extremist (CVE) groups²²⁸ to address stress related to the lack of money.

What Young People Say on Physical Vulnerability:

A blind person needs someone to look after them and someone who must go out to look for dinner. (Male, 26, Nakuru, mixed FGD)

[Vulnerable person] is someone whose life is like hell, as in, they are faced with so many problems, like the life of street children. (Female, 19, Nakuru, girls only FGD)

²²⁸ See for example <https://www.shujaazinc.com/publications/exploring-religious-tolerance-among-young-kenyans-in-nairobi-mombasa/>

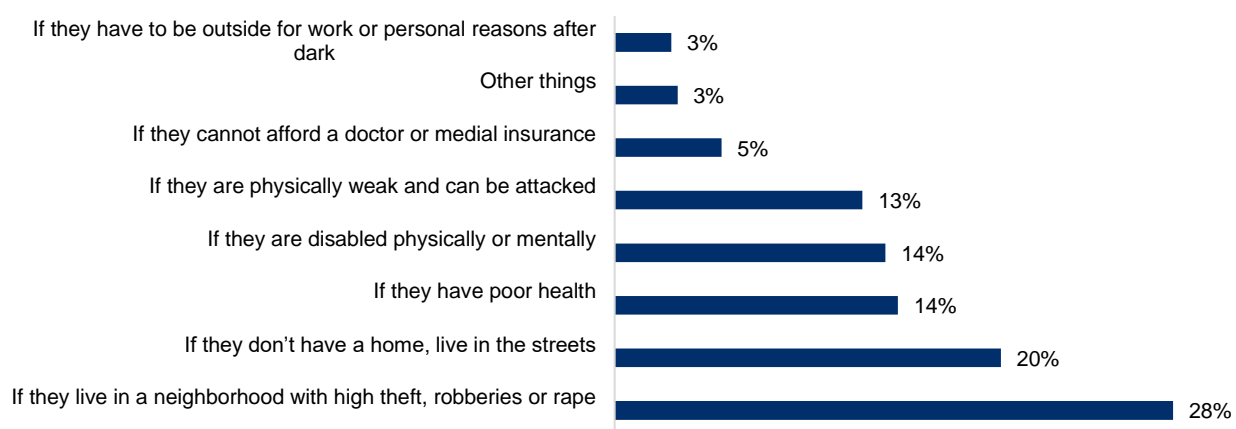
Physical vulnerability

When the topic of “needy” people was introduced in FGDs, participants across demographics immediately mentioned physical vulnerability. Most FGD participants first mentioned people living with disabilities, followed by street children and homeless families.

Physical vulnerability is a physical weakness due to an innate defect, disease, or accident that hinders a person’s ability to effectively function in a community and workplace. Physical vulnerability comes from exposure to circumstances and people that can induce physical harm and physical weakness (as in the case with street children, who are not protected from being beaten by police or gangs).

Most survey respondents (85 percent) indicated physical vulnerability as very important to achieving (or not) their potential in life with no difference by age or gender. Youth indicated that living in a high crime area and homelessness were key factors, followed by poor health (Figure 188).

Figure 18. Survey: Top-three things about personal state or security that can make it difficult for a person to succeed? (N=940 responses)



Depending on location, FGD participants highlighted different aspects of physical vulnerability. For example, in Nakuru and Nairobi young people mostly talked about physical vulnerability as a weakness resulting from a physical disability from birth, accident (e.g., a road accident), or disease (HIV/AIDS, cancer, tuberculosis, etc.). In these two locations, the second most common example was homelessness exposing people to physical harm from either people or nature (beatings and physical attacks, floods, rains, cold, etc.).

In more rural and remote areas like Isiolo, Homabay and Kakamega, young people talked about how a person looked as part of physical vulnerability, i.e., a vulnerable person looked bad: dirty, exhausted, and unhealthy. Girls in Kakamega talked about exposure to domestic violence (rape in particular) as an element of physical vulnerability.

The locational differences are closely linked to what young people are exposed to as part of their daily routine. Young people in urban locations (e.g., Nairobi and Mombasa) see people with disabilities daily, while in rural locations people with disabilities tend to be invisible due to the stigma that affects not only them but all members of the household (e.g., disability is a family curse). Similarly, informal settlements and homelessness are featured more in urban rather than rural areas.

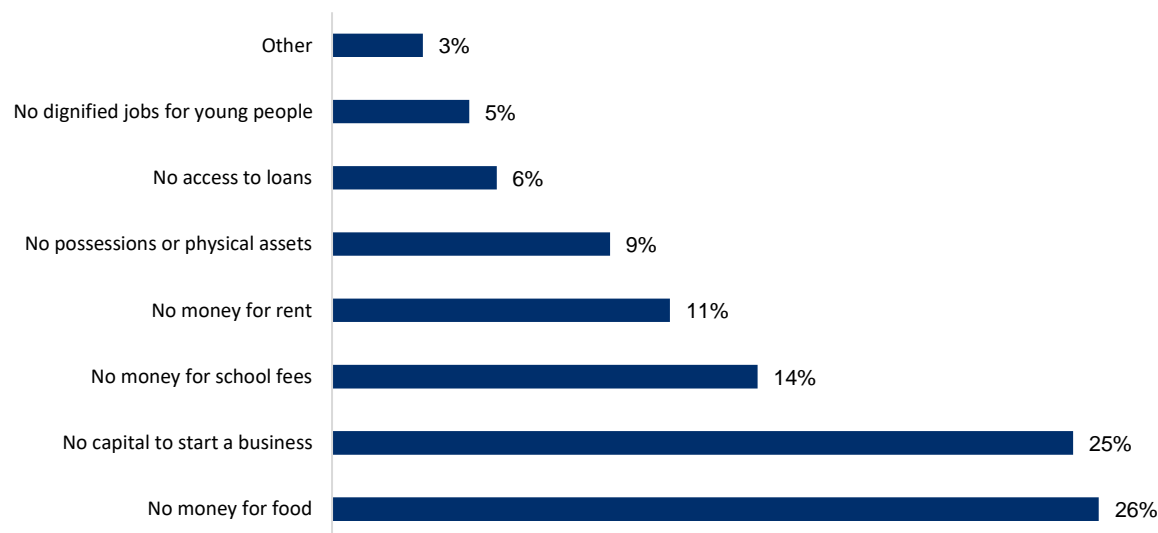
Financial vulnerability

From the beginning of every FGD, participants expressed financial concerns. Based on FGDs, financial vulnerability is the most universal and most painful challenge for youth across locations, gender, and age. Financial vulnerability was discussed in almost identical terms by all participants: as joblessness, idleness, and difficult choices on how to cover the basics with the little money young people have.

Youth defined financial vulnerability as a consistent lack of money among young people to cover their basic needs: food, shelter/rent, transport, medical care, and education. Lack of money was a result of joblessness and the inability to either find a formal job or raise capital to start a business. Their families and caregivers lacking money was another root of youth financial vulnerability.

Just over half of survey respondents indicated a person's financial situation is very important to their success in life, with young women slightly more likely to assign high importance to this vulnerability than young men. Survey respondents aligned with FGD participants about the primary difficulties, especially lack of money for food and business start-up capital (Figure 19). Lack of money for school fees, rent, and physical assets illustrate the interconnectedness of financial, educational, and physical vulnerabilities. Many youth are prepared to do low-paying, poorly regarded work for whatever money they can get that day.

Figure 19. Survey: What are the top three things about a person's financial state that can make it difficult for a person to succeed? (N=1,715 responses)



Young people talk about financial concerns as less of a vulnerability by itself and more of a source for other vulnerabilities, such as:

- Lack of money for food and medical care makes a young person subject to physical vulnerability.
- Lack of money for desired, relevant, practical education makes a young person subject to educational vulnerability.
- Lack of money to pay for transport to get to a job interview or a better paying hustle might subject a young person to occupational vulnerability, i.e., they take shameful, lowly jobs that are available in their immediate communities or work for food.
- Sending children to live with and work for extended family is a common coping strategy,

especially in rural areas, when parents are unable to provide for the basic needs of their children. Children as young as ages 10-12 live in their relative's house and work for food and shelter. This overlaps with occupational and social vulnerability.

- Lack of money to bribe their way through the legal system subjects young people to legal vulnerabilities as they might be denied a national identity card or be exposed to further police brutality. Police behavior, especially in the context of COVID-19, highlighted financial vulnerability in youth conversations on Shujaaz SMS and social media platforms where youth repeatedly talked about the need to have money for bribes to avoid being beaten or killed by the police if caught breaking the Public Health regulations.
- Lack of money influences income-generating activity, e.g., prostitution or transactional sex for girls and robbery/theft or gambling for boys.

What Young People Say on Financial Vulnerability:

I do any job even when my neighbor needs someone to fetch water or wash clothes for them I usually commit myself to it as long as they pay. Today I get – tomorrow I lack. Just like that. (Female, 26, Mombasa, mixed FGD)

Life has been so terrible, reason being youths have got no job, and so we find ourselves getting involved in gambling.

(Male, 26, Homabay, mixed FGD)

Here in Isiolo jobs are very few for youths like us. It's just construction sites hitting stones or bike, those are the common ones here for youths especially

(Male, 21, Isiolo, boys only FGD)

If you meet the police with nothing in your pockets, you'll suffer. They should handle us with respect regardless.

(Male, DJ Boyie Facebook)

I feel like the way currently there are no jobs at all, imagine it's a must for me to get out in order to eat, and the saving I had put for myself to start a business I have used it up.

(Female, 26, Mombasa, mixed FGD)

Your business becomes hard to start because getting a market and having a capital are hard to get. (Female, 21, Homabay, girls only FGD)

As discussed in FGDs, many families (even before the COVID-19 crisis) struggled to support all their children. One of the coping strategies is to send children to live with extended family with a promise that the child (often the firstborn or one of the older children) work for the family business or farm in return for food and shelter. Group participants discussed challenges with these arrangements including:

- receiving no or little pay;
- no help to pursue education;
- no means to save for the future, and
- no ability to get a national ID or they surrendered their ID card to the family.

The work these children are expected to do is typically gendered with girls more likely to be working as house girls or babysitters, while boys work on a farm or in another family business outside the house.

Common across youth FGD participants is their inability to be financially independent through entrepreneurship because they lack capital for start-up or business growth. For youth in Western countries, the two main sources of capital are family and friends and a financial institution. Neither of these solutions work well for Kenyan youth: their families and friends share their financial vulnerability

and cannot lend enough for a meaningful investment. Youth find it difficult to receive a loan from a traditional financial institution, because those in the bottom income quintiles lack documented financial history, i.e., employment, paycheck, etc. Savings and loan groups—Savings and Credit Cooperative Organizations and chamas²²⁹—offer loans, but first youth must contribute to the group savings. As a result, even young entrepreneurs remain financially vulnerable.

Overall, financial vulnerability is a fundamental layer connected with and serving as a source of other vulnerabilities including education.

Educational vulnerability

Focus group discussants experienced educational challenges regardless of where they live, their age, or gender. In the SMS survey of Shujaaz fans, about two out of three respondents said that educational background is very important for a young person's success in life. Slightly more young women than young men reported educational background as very important (65 and 60 percent respectively). The largest group of survey respondents linked educational vulnerability with illiteracy and/or the lack of schooling.

What Young People Say on Educational Vulnerability:

I know that it's not a must for me to be educated in order to make it in life, I can just do my hustles in full commitment.

(Male, 26, Nakuru, mixed FGD)

You know here in the village, someone who has gone to school, when he/she gives his/her opinion, it is taken as clean opinion

(Male, 26, Homa Bay, mixed FGD)

Major reason why people drop out of school is lack of fees and teenage pregnancy (Male, 25, Homa Bay, mixed FGD)

I desired to go to school after class eight, I passed with marks above 250. And then I was told to go and get married. I didn't even know what marriage was. (Female, 23, Homa Bay, mixed FGD)

It's not easy...because it's not many people who will give you a job [without proper education], considering that there are so many people who have completed school (Female, 18, Nakuru, girls only FGD)

Jobs are there but for those who got educated because like me for instance, I dropped out in form 3 because of money so I can't get a job. (Female, 24, Mombasa, mixed FGD)

Since you're a youth maybe you've completed school recently then you're told you should have 10 years of experience in order to get a job. (Male, 18, Nairobi, boys only FGD)

People say, current graduates do not have jobs (Female, 21, Nakuru, girls only FGD)

But you know also teachers pressure us because they give us senseless hope, for instance, study and buy an airplane (Male, 18, Nairobi, boys only FGD)

I think also there is lack of meaningful advisers. Starting a business is hard so if you don't have a mentor to guide you, you get that you aren't progressing businesswise (Male, 20, Nakuru, boys only FGD)

²²⁹ Chama (Swahili “group” or “body”) is an informal often village-level cooperative or a society in which members pool and invest savings.

WHAT BUSINESSES WANT FROM YOUTH

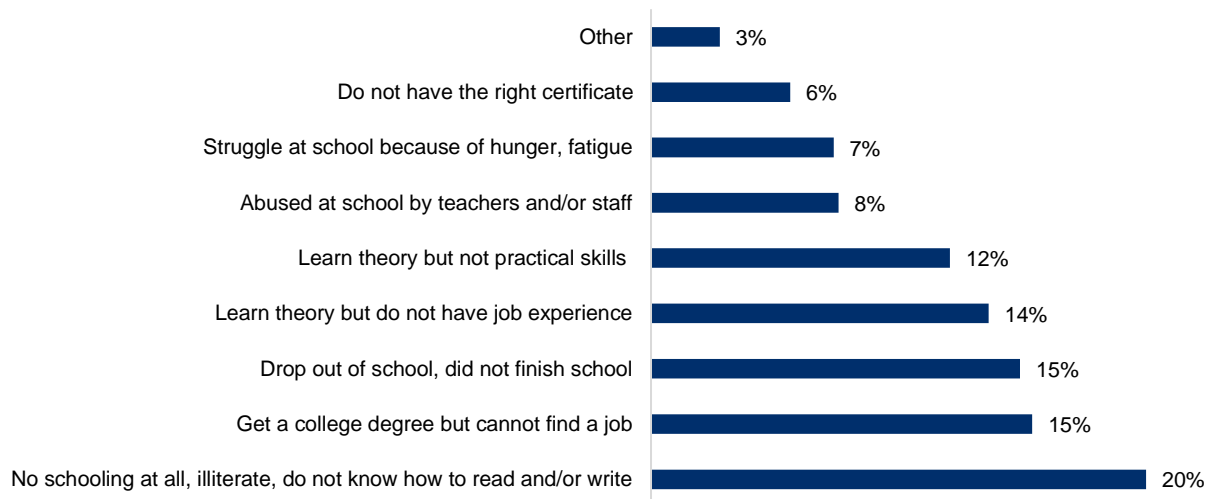
Youth “tend to have so many expectations during interview process. From salary demands and what they project in their resumes is so different than what is applicable on the ground.” Basic needs businesspeople spoke about were professionalism, self-driven, pro-active, and tech savvy. “Even when doing own hustles, expect people to be using computer. Ensure that you have confidence and the basics: MS Office; use of research tools – like searching; social media – at least LinkedIn; join some groups to know what is going on in the world.” For manual labor, youth employed for the first time need to understand how to dress, interact with others, and be a team player.

Businesses want youth to have appropriate expectations of their employer and know what is expected of them. One businessperson said “[The] Main one is growth mindset. Won’t make money really fast, so having growth mindset and persistence ... most of them [youth] will quit. Youth want things to come quick quick, but they don’t understand ...”

The solution to this challenge is training and mentoring. One businessperson said, “When you are trained from the correct mindset and skills, it will help even the country itself, speaking of Kenya, where we know we have people who are corrupt. If we can train our own children as young as possible, starting at 5 years old, so then they can have the correct mindset, I can tell you for sure we will not have this issue of people thinking about amassing a lot of money, because that’s what brings about corruption in our country ... But if you train them properly, you find that people will look at growth and not how their pockets are going to be full, full of money.”

Businesspeople advised hiring young Kenyans. As one said about the future: “If I’m given a chance, I’ll still have the young person, because youth need a chance. Somebody gave me a chance [once].”

Figure 20. Survey: What are the top three things about a person’s educational background that can make it difficult for a person to succeed? (N=1,434 responses)



Among FGD participants, however, illiteracy or limited literacy was not the main challenge. The emerging definition of educational vulnerability is complex, overlapping with other vulnerabilities, specifically financial, social, and occupational.

Educational vulnerability was defined as a condition or a context in which a young person is denied opportunities, is discriminated against or abused (financially or emotionally) because they

lack the right educational experience, which includes a balance of practical and theoretical skills and recognized certificates/diplomas to verify their educational experiences.

In this definition, “educational experience” encompasses a range of educational activities and outcomes that varied mainly by gender and location (county and the urban/rural). The key themes that emerged from FGDs include:

- basic literacy and primary education;
- disconnect between theoretical education and available manual jobs;
- proof of education required for employment;
- failure of education to deliver on the “job promise;”
- educational experience as access to new/different social networks; and
- learning through mentorship.

The lack of basic literacy and/or primary education was especially problematic in Isiolo where pastoralist families often do not see the value of sending their children to school, and instead, prioritize children’s care of livestock. Dropping out of school because of parents’ inability to pay school fees or because they chose to pay fees for one child over another (a younger female sibling vs. a firstborn boy or vice versa) was common across all locations, albeit more pronounced in rural areas (Kakamega, Homa Bay, and Isiolo).

In addition to parents not having money for school, girls often drop out of school because they start their period but lack money to buy sanitary pads and are not able to ask their mothers for them (because the mothers are either too busy or lack money), or they are married off or get pregnant during their teenage years. The challenges with periods and early pregnancies were especially acute in Kakamega, Isiolo, and Homa Bay, although youth in Nairobi and Mombasa were not immune to these challenges.

In large households, older siblings are often expected to sacrifice their education so the families can educate younger children; in such cases, older siblings withdraw from school to spend time earning money to assist parents in paying for younger siblings’ education.

Yet youth find getting employment (formal or informal) without a high school diploma almost impossible due to tough labor market competition. Employers, even in the informal sector, can find and hire people with a high-school diploma or advanced degree. Youth said that **education is seen as the main qualifying criteria employers look for in job candidates, even for jobs that do not require high school education** (e.g., seasonal farm work). High school and primary school dropouts can rarely expect to have dignified work; they either do the same work as their parents (e.g., taking care of livestock, farming) or take risky/humiliating jobs (e.g., prostitution, washing public toilets, joining a violent extremist group).

The disconnect between education and available work opportunities was described by participants in all groups across all demographics and affirmed by key informants. Their main concern was their perception that universities teach white collar, office-based professions, while the job market mostly requires skilled, manual labor. Graduates often find themselves in a situation where jobs they study for are not available in the market and they do not qualify for available jobs, as they lack relevant practical training, including vocational or on-the-job training or apprenticeship.

The desk review found that youth want white collar or government jobs, but in FGDs and interviews with youth, most recognized the larger labor market for skilled, manual labor. In agricultural areas (Isiolo and Kakamega), youth said that even seasonal jobs require workers to have advanced technical skills to

operate sophisticated machinery, so the number of jobs available to school dropouts and unskilled workers is diminishing.

Some FGD participants indicated they lack access to TVETs, because vocational educational institutions and vocational training are not readily available in all counties, and the ones available cannot accommodate millions of young people. Other youth noted that they are expected to have years of experience while there are no opportunities to gain experience.

Young people were not in agreement on whether or not education delivers on the “job promise”: young people who believed that a college degree unlocks success, were those with no college education; those who had a college degree were likely to talk about their inability to find suitable jobs and the shame they feel doing low-paying jobs, being seen as failures by their parents who invested in their education, some even leaving their communities so people do not see them picking up odd jobs after completing college.

Educational experience as access to new/different social networks was a common theme among girls in Nakuru. When talking about the impact of COVID-19 on their lives, girls primarily focused on their frustration with the postponement or cancelation of their plans for being on campus. Yet the conversation about campus was not about learning, but about the “sweet life” and campus men. Many girls from vulnerable backgrounds see attending a boarding school and/or college is the only opportunity to get a taste of an easier life without household/farm chores and to gain access to a different network of people who can link them to opportunities, including a gainful marriage. In other words, leaving their home community for educational purposes is, in many cases, the only [acceptable] route for girls to achieve a higher social status: through romance and new connections in addition to education/certificate.

Across all FGDs was the need for local mentors (peers or adults) to help young people “smooth” their life journey, whether as employees or entrepreneurs. Mentors support, teach, and expose youth to possibilities, thus they bridge education, work, and aspirations. In Isiolo, youth participants referred to mentors as “destiny helpers,” because of the important role they play in guiding youth towards understanding their identities, their calling in life and work, and either teaching young people themselves or connecting them to others. When describing mentors, young people did not specify that mentors have to be adults. In fact, mentors can be hustlas from the same peer group as mentees who have achieved financial independence and can guide others towards success. What is important is that mentors have 1) first-hand knowledge of a particular industry, 2) a meaningful network, and 3) time, desire, and possibly money to invest in their mentees.

Overall, it was clear that young people were seeking education, but their expectations for “educational” gains were misaligned with the educational system’s offerings. They felt that while teaching broad-spectrum theoretical knowledge, the system did not deliver practical skills (including basic financial literacy and vocational skills), meaningful professional networks, and did not help them successfully transition into the labor market as employees or entrepreneurs. Educational vulnerability significantly overlaps with financial, social and occupational vulnerabilities, because those who fail to gain the right type of education (practical and life skills, e.g., budgeting and saving) are also challenged to have dignified income-generating activities, social status, and networks necessary for achieving their potential in life.

Social vulnerability

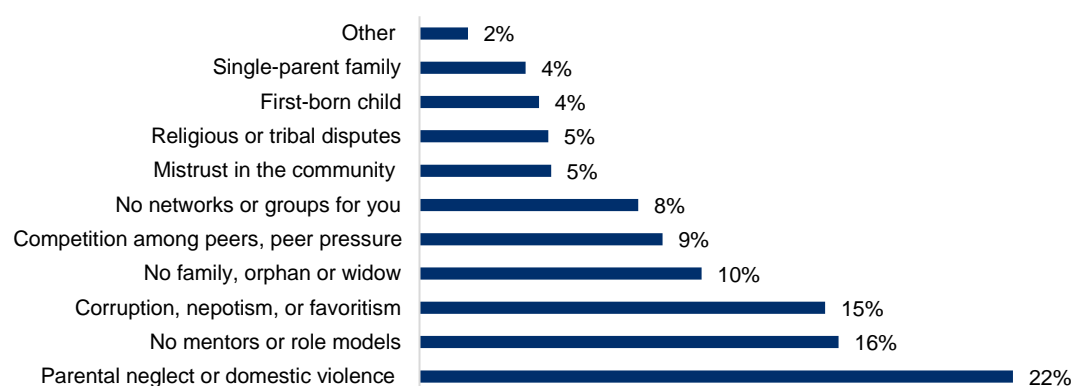
According to youth participants (FGDs and surveys), social vulnerability is the third most important layer of youth vulnerability after psychological and physical layers. Social vulnerability was mostly

discussed in terms of background and connections/networks, although there was a significant overlap between these two aspects. Social vulnerability also appeared closely linked to psychological and financial vulnerabilities as either a source of positive resources or a source of additional negative pressure on youth.

Social vulnerability was defined as the lack of access to a large, high-quality network that connects young people to opportunities and protects them from psychological, physical, financial, or other abuse and manipulation.

Among the top five factors defining social vulnerability, family appears twice: in terms of parental neglect and domestic violence, and as a complete lack of family. Family is a central element of social vulnerability, although not the only one

Figure 21. Survey: What are the top three things about a person's community including friends, family, and neighbors that can make it difficult for them to succeed? (N=2,008 responses)



Family can either accelerate or hinder a young person's effort to achieve their potential.

The main family characteristics that were found to hold youth back (in FGDs) are a non-existent family, a “broken” family, or a family with domestic violence or substance abuse. According to FGD participants, a family may pressure children to attain a certain level of education while failing to provide them with connections or resources to do so. At the same time, a financially stable family (including extended family) with two parents and healthy family relationships can offer children motivational role models and mentors.

One of the ways a family can support young people is through what they called “familiarism” or a type of nepotism, where all attractive opportunities are reserved for family members. In many cases, young people feel that familiarism is justifiable because as young people say, it is difficult for them to trust each other. In FGDs, youth mentioned that partners or workers outside of the business owner's family are more likely to cheat the business owner out of money and/or business.

Peer group is another important network discussed in all groups. It can either link young people to opportunities or bring them down, including by exposing them to drugs, alcohol, gambling, and crime. The main challenge with peer networks, based on FGDs, is that most of them link people from the same neighborhoods, which means they experience the same challenges and compete for the same opportunities in terms of work, social life, and social status. Many FGD participants described relationships with their peers as lacking trust and filled with jealousy, a lot of peer pressure, and occasional backstabbing. Yet the same young people expressed genuine interest in being part of

meaningful networks with other youth outside their immediate network, in part to have an opportunity to partner on businesses and learn from peer mentors.

Young people's immediate communities are another source of social vulnerability. The main challenge raised by youth is the misalignment between community expectations of youth and the realities, aspirations, and needs of young people. This misalignment informs the stigma and stereotypes about youth that guide the attitudes and practices of community members especially around youth representation/voice (typically done by older generations) and youth employment.

According to FGD participants, the best way for them to overcome social vulnerability is to expand their networks by adding people with high socioeconomic status (i.e., successful hustlas, wealthy neighbors, government employees or officials), who will advocate for their interests, connect them to job opportunities and provide references. Some may help out of goodwill and others for money. Mentors, as discussed in educational vulnerability, can and often do serve in this role.

Overall, the networks that young people inherit from their parents or develop throughout their lives are central to young people's ability to succeed, because such networks provide support and resources during difficult times and also link young people to uplifting opportunities. Lack of effective/useful networks is a huge vulnerability for youth.

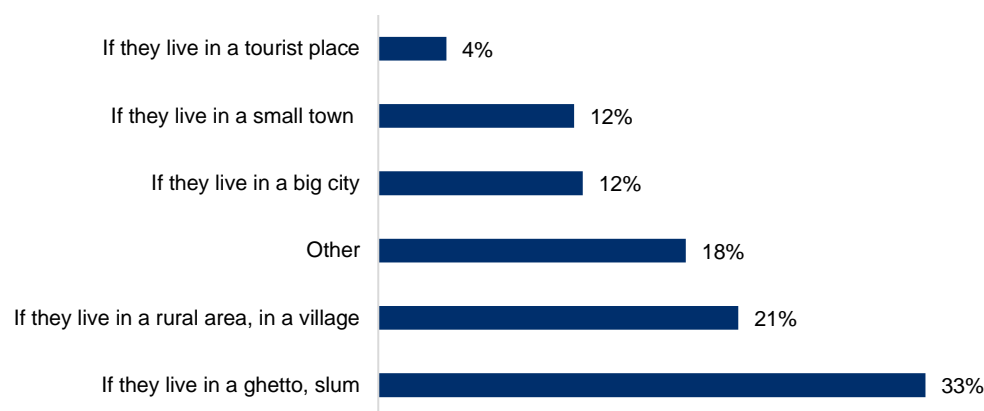
Locational vulnerability

Discussions with young people offered a very granular overview of different, area-specific locational vulnerabilities.

Locational vulnerability is defined as a situation in which the place, where a young person resides, might damage their image/reputation (because of a social stigma or a negative stereotype), or their wellbeing (because of exposure to a range of health hazards). The case of a "damaged" reputation might result in denial of opportunities including for work and education.

Two out of three survey respondents said that the area where a person lives is very important to their ability to succeed. The strongest difference youth described was urban versus rural areas. The top two factors of locational vulnerability were living in informal settlements and in rural areas (Figure 22), which were also among key vulnerability factors mentioned during FGDs.

Figure 22. Survey: What are the top three things about a place where someone lives that can make it difficult for them to succeed? (N=963 responses)



FGD participants highlighted other types of locations that can engage or hinder achievement. In Nakuru, a county with both urban and rural sublocations, youth felt they were at a disadvantage because unlike

other urban areas there were no informal settlements. Youth said this was the main reason Nakuru was not attracting as much donor/development funds as Nairobi.

What Young People Say on Locational Vulnerability

Employment to youth, especially here in Naivasha, has not been initiated just because they say we do not have slums here. (Male, 22, Nakuru, boys only FGD)

Mostly we're judged according to where we come from. If you come from the ghetto, you're judged as someone with no say. (Female, 23, Nairobi, mixed FGD)

Religion does affect too, especially in Isiolo on the side I live, customers who know that [I] am a Christian avoid me or they use another bike for a person who is of different religion with mine (Male, 28 Isiolo, boys only FGD)

If you mention that you are from Kakamega someone underrates you. It makes matters worse if they hear that you are a Luhya. They believe that Luhyas have weird behavior. (Male, 18, Kakamega, boys only FGD)

Slay Queens have sponsors, they can survive. But there are no jobs and sponsors in rural areas. You have to work. Will you wear heels while going to the farm? I mean, ladies over here today, they want to look pretty, even when going to the farm, they want to wear socks, tights and big sweaters (Female, 21, Homabay, girls only FGD)

In Nairobi, which is predominantly urban and where informal settlements are plentiful, locational vulnerability was linked to whether a young person resided in one such settlement or was born/raised there. Both men and women in FGDs felt that there is a strong stigma against informal settlement residents, especially when it comes to employment. Young Nairobians believed that informal settlement residents are perceived as thieves or members of criminal groups; employers doubt that their mental capacity, knowledge, and commitment to do the jobs for which they apply. In either case, the residents of Nairobi's informal settlements feel they are likely to be deemed unfit for a job, formal or informal.

In Kakamega and Isiolo, locational vulnerability was related to tribal or religious membership. In both counties, FGD participants mentioned that sometimes opportunities for young people (jobs, important entrepreneurial hubs, etc.) are located in the area mostly occupied by a tribe/religious group that is not friendly with their tribe or religious group. Youth associated with the "wrong" group are not allowed to reside in a better area and denied opportunities originating from the "other" group.

In Kakamega young people in FGDs were concerned with the reputation of the most populous tribe in the county – Luhyas – and its impact on the opportunities accessible to them. Like the residents of informal settlements, Luhyas, according to youth, have a negative reputation as being lazy and "not serious." Some FGD participants mentioned that a government official reinforced this stereotype by publicly calling out Kakamega county for poor management of the COVID-19 crisis. Like Nairobi residents, youth in Kakamega felt that their place of residence and their connection to Luhyas put them at a disadvantage in the labor market.

Young people in Homa Bay were mostly concerned about the deep rural status of their county. They perceived agriculture and farming as stifling their ability to follow urban youth and "slay" (use provocative, unusual clothing to stand out and show off), attract desirable partners, and enjoy the fun activities in which their urban counterparts engage such as clubbing and partying. While the concern was expressed mostly by younger girls and mostly in relation to being unable to dress well (e.g., wear high heels), the girls and a few younger boys also talked about boys in Homa Bay not being as good (in terms of money and looks) as young men in urban areas, especially Nairobi. Job opportunities, while few in Homa Bay, are accessible to youth. What they felt they lack is opportunities for a better life and/or networks for fun and social activities.

Mombasa and Nairobi youth expressed concerns about the security of some locations. In Mombasa, the main challenge mentioned were criminal gangs in some areas of the city. Young people discussed at length how gangs recruit young people for drug trafficking and theft using promises and threats; many had experience being with or dealing with gangs. In Nairobi, police brutality was an additional concern where youth felt that police were unnecessarily aggressive and unfair when dealing with young people, especially boys in informal settlements.

In Nakuru, young people referred to health hazards of living in dirty areas, places with unclean or contaminated water, and places close to unhealthy manufacturing sites that make them vulnerable.

Overall, locational vulnerability had the most diverse interpretations across the participating counties, although there were almost no differences by gender or age. In some counties, locational vulnerability overlaps with financial vulnerability (living in an unsafe area or an informal settlement), and in others, with demographic vulnerability (i.e., tribal belonging).

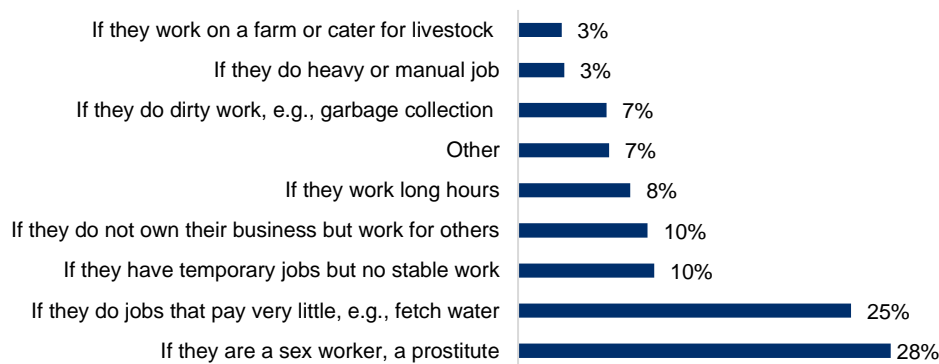
Occupational vulnerability

Occupational vulnerability emerged as a straightforward and relatively homogeneous concept. While notions of work, employment sectors, and types of hustles vary across the country, FGD participants agreed that occupational vulnerability relates to one's ability to earn a living and cover basic needs while being safe from humiliation and health hazards.

Occupational vulnerability is a condition that occurs when young people are deprived of an opportunity to earn a living in a dignified manner, offered jobs that are degrading, shameful, or looked down upon by the community, and either pay less than a living wage or pay in food/shelter.

About three out of four survey respondents believe a person's job is very important to their success in life. The most common aspects of work that make success difficult were sex work/prostitution and jobs that pay very little (Figure 23), which is in alignment with FGD findings.

Figure 23. Survey: What are the top three things about the work a person does that can make it difficult for them to succeed? (N=1,024 answers)



Job shortage, inability of youth in the bottom two income quintiles to access opportunities in the formal labor market were already discussed under financial and educational vulnerability. There was a consensus across FGDs that “job” in the traditional sense of working in the formal sector for others was rarely available for young people. In most FGDs the discussion revolved around informal long-term or short-term work done for other people, as well as hustles or youth-owned microenterprises.

What Young People Say on Occupational Vulnerability

A lady doesn't have any other option so you have to give in as sometimes you lack necessities and money so you have no option. Engaging in early relationships, rape cases, lack of education and poverty... (Female, 21, Kakamega, girls only FGD)

Imagine if a female starts working at place dominated by men, who want to use you before employing you, for example: casual laborers at construction sites or taunts, who are common harassers. (Female, 21, Kakamega, girls only FGD)

You find yourself drinking. Even when you decide on becoming a fisherman you will find yourself drinking with us. (Male, 22, Homabay, boys only FGD)

The one with a low level of education is given the work of washing toilets that makes them stressed and despise themselves and also the pay is little (Female, 25, Isiolo, mixed FGD)

Having many brothers while the land is small, so they end up fighting. It reaches a point, where they kill one another. (Female, 23, Kakamega, mixed FGD)

I believe we are more favored than boys because as a girl you will reach the end of the road and can give in to being used, whereas a boy has to hustle. (Female, 20, Kakamega, girls only FGD)

Based on the FGDs, hustlas (i.e., people working for themselves, microentrepreneurs) were as vulnerable as people doing small assignments for others in terms of financial vulnerabilities, as their income also depended on the market, as exemplified by the economic slowdown during COVID-19. As people working for themselves, they were likely to be seen as successful role models and seemed to be less affected by abuse, physical harm, and humiliation, though not completely immune to them.

FGD participants discussed three key features of jobs/work that make people vulnerable: (1) work that put young people in danger of physical harm, (2) work with little or no pay, and (3) work that is disrespected/looked down upon by the community. Examples of work that might cause young people physical harm included prostitution; and in fact, prostitution (not transactional relationships) was mentioned in all six counties as a job that exposes girls to physical violence, disease, unintended pregnancy, and being cheated out of payment.

Sexual relationships in exchange for resources (money, jobs, food, etc.) are different from sexual abuse/rape/exploitation: FGD participants drew the following distinctions:

- Prostitution is a chosen occupation where services are exchanged for money.
- Transactional sex is a one-off or a short-term occurrence in which a girl trades sexual favors to cover her immediate needs, e.g., food, job, money. In this case, young people believe a girl or boy makes a conscious choice to engage in sexual relationships, unlike in the case of abuse/exploitation where the choice is not theirs. Such relationships are available to young people across locations and common among youth regardless of age, gender, or socioeconomic status.
- Sponsorship relationships are stable, long-term relationships in which the two parties arrive at a mutual agreement in terms of what values they are exchanging (sex for money, a car, apartment, expensive clothing, or trips) and set specific expectations (e.g., no children, complete privacy). The sponsor (whether a man or a woman) is likely older, more established than the sponsored. These relationships are mostly available to middle class young people in urban areas.

FGD responses shed some light on the perceptions about gendered opportunities held by young men toward young women. For example, while prostitution is considered a risky occupation, young men's responses suggest that it does not mean that girls who engage in prostitution are always seen as vulnerable or are looked down upon. In Isiolo and Homa Bay, younger groups shared an opinion

that girls might be better off because they have prostitution and transactional sex available to them as a last resort and they can earn more money this way than a boy can earn through fishing or construction work.

REASONS BUSINESSES HIRE YOUTH

Youth innovate and understand social media. They are energetic and trainable. They lack bad habits picked up from previous workplaces: *“They tend to be innovative. In sales department, they are the ones that introduced us to social media, can’t only do over the counter sales. They bring a bit of new ideas. Introduce new systems. They are trainable – you will mold them into what you want them to be. Older people have to unlearn what they practiced elsewhere.”*

Businesses said a growth mindset is key, as noted by this businessperson who is also a graduate of Generation Kenya: *“The truth is, youth need to be guided ... I used only to think about how I’m going to get money. I didn’t think on how I’m going to grow. And how am I going to help any other person to grow; but when I did Generation, when I was imparted with these skills and I was trained and then I saw the beauty of it.”*

Businesses employing youth said youth are critical to business success in today’s marketplace: *“If there is any firm not embracing tech and youth, then it is on the verge of being pushed out of market.”* And from another business: *“...just incorporating young people in the team brings a certain energy and dynamism that is hard to get otherwise.”*

Other participant discussions similarly highlight strong gender stereotypes about work and societal roles that youth perpetuate and based on which they make decisions about what work they can and cannot do, or which work might be available to them.

For example, girls in rural areas mostly talked about stereotypes related to girls, such as:

- Girls working in construction sites have challenges doing difficult jobs, such as carrying cement, but they do not have a choice (Homa Bay, Kakamega);
- Girls doing men’s jobs, e.g., driving matatus²³⁰ or working as touts [public transport cashiers and promoters] are subjects to mocking, hazing and other types of violence including sexual harassment²³¹ (Kakamega)
- Girls trying to do fishing are exposing themselves to the dangers of drowning because they do not have the natural balance and strength boys do (Homa Bay)

Boys in rural areas talked about stereotypes applicable to both boys and girls, e.g.:

- Girls working at a bar are exposed to being beaten and raped (Isiolo, Kakamega)
- Boys who are working as fishermen are exposed to drugs and alcohol; many take drugs to give them strength for fishing and alcohol is a typical way fishermen socialize and spend money (aside from prostitutes) that youth feel coerced to participate (Homa Bay)

In urban areas, boys and girls did not really have a gendered view of occupational vulnerabilities and

²³⁰ Small, often privately-owned public service vehicles (PSV).

²³¹ Cashiers at PSVs.

were mostly in agreement on the following hazardous occupation:

- Children and young people (both boys and girls) trafficking drugs are exposed to potential violence by police or other authorities; they can be killed by gangs (Mombasa)

The above-mentioned stereotypes are shared by both boys and girls in the specified locations and should be taken into consideration when addressing occupational and educational vulnerabilities.

Another example of a vulnerable situation that is likely specific to urban areas involves business owners or supervisors taking advantage of young employees to run errands for free or are cheated of their full pay at the end of the job.

Examples of shameful, disrespected work were numerous and often community-specific. For example, in Nairobi FGD participants mentioned fetching water for other people in an informal settlement. In Mombasa and Nakuru, young people talked about digging worms for fishermen as one of the lowly jobs. In Nairobi, Kakamega and Isiolo shameful jobs included cleaning public toilets. In Homa Bay, young people talked about selling fruits/vegetables/products by the roadside as one of the jobs that make youth feel ashamed of themselves and make girls cover their faces, so people do not recognize them.

Agriculture can offer work, but it can also cause youth to be kept from school (if their parents keep them home to mind livestock) and engage youth in land conflicts. FGD participants in Kakamega, mostly the older group, raised the issue of land and land tenure. They discussed the following key challenges concerning agriculture and land.

- Parents own the land and control who gets to plant on it. Daughters and younger boys have little chance of being allowed to plant on their ancestral land. Even older boy-children do not have freedom to farm as they choose.
- Parents often have too many children whom they need to feed from a small piece of land. They also do not use modern agricultural techniques including rotation. The land becomes exhausted and loses its productivity, and families struggle to make ends meet.
- Land disputes lead to family conflict, which sometimes results in one brother killing another for land.

Youth find themselves disadvantaged when looking for work, because they may lack the right level of education, experience, connections, required paperwork, and/or start-up capital. In rural areas, they lack the freedom to use land for subsistence farming and experimenting with modern agriculture; yet they see urban youth renting land and earning money. Work youth do may not pay a living wage and may expose them to physical harm and/or shaming by the community. Occupational vulnerability overlaps with financial, social, physical (health hazards), and psychological (substance abuse and stress) vulnerabilities.

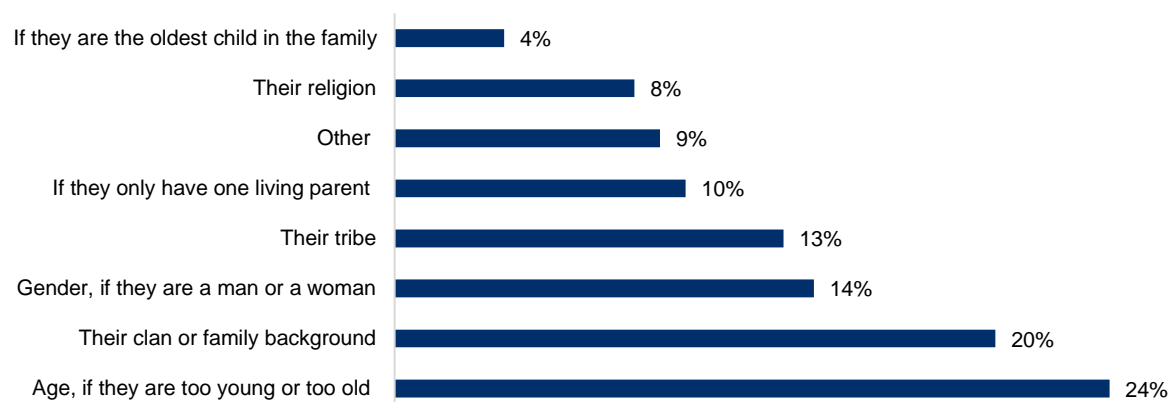
Demographic vulnerability

Demographic vulnerability is cross-cutting as it relates to sub-groups of youth.

Young people defined demographic vulnerability as being exposed to discrimination and abuse for no other reason than belonging to a particular sex, age group, religion, tribe, or other subgroup by innate characteristics.

This was confirmed by survey respondents who reported age as the top personal characteristic that can make it difficult for them to succeed, followed by family or clan belonging, and gender.

Figure 24. Survey: What are the top three things about a person's personal characteristics that can make it difficult for them to succeed? (N=1,301 responses)



In FGDs, the most typical demographic vulnerabilities mentioned were age (being too young to be taken seriously), tribal membership (especially in Isiolo and Kakamega), and religious beliefs (especially in Mombasa and Isiolo).

In terms of gender, many male FGD participants described the discrimination and marginalization of boys. They related stories of programs focusing on girls and feeling that they are left behind and ignored; boys felt discriminated against in conflict situations, passed over for opportunities, or forced to work harder than girls. Across the counties, for example, boys felt that society is more likely to protect a girl against violence while perceiving boys as the instigators of violence. Youth Champions confirmed this bias against boys saying boys were more likely to be blamed for crimes, violent behavior, and accused of harassing girls by the community and the police without proper checking. In the past decade, international development programs have been deeply focused on girls and women in an effort to achieve gender equality and representation. The work of the larger development sector inspired several programs and initiatives that prioritized the girl child.

This finding does not contradict the view that girls, especially adolescent girls, remain a very vulnerable group. As seen from the Desk Review and the most recent Kenyan media publications related to teenage pregnancy crisis that started two years before COVID-19, young girls are more likely to be subject to physical, educational, social, financial, and occupational vulnerability. However, due to the effective engagement of the development community, young girls appear to have a stronger voice and more visibility in the community, which informs boys' perception of them as being less vulnerable. Some girls described what they see as retaliatory attacks by boys who are jealous and who seek to ruin their reputation. This new trend adds to the challenges already experienced by girls in the bottom-two socio-economic layers of youth; the specific challenges mentioned by girls were:

- Lack of access to sanitary pads, which means girls either have to skip school during menstruation, or engage in transactional relationships to get money or sanitary pads;
- Sexual violence against girls;
- Teenage/early unintended pregnancies;
- Teenage/early forced marriages;

- Strong reliance of households on girls doing routine chores (cooking, watching after younger siblings, working at the kitchen garden, cleaning the household), which leads to girls often lacking time to do their homework and getting behind in school;
- Limited mobility of girls, who often are not allowed to move around as freely as boys and as a result miss out on income-generating opportunities.

In terms of income-generating opportunities, boys across the counties felt that girls get more opportunities due to sex and sexuality, e.g. the Nairobi boys believed that girls were more likely to get jobs because they could provide sex to their bosses; in Homa Bay and Isiolo, boys felt that they were earning less money for their hard work (at construction sites or as fishermen) than girls who engaged in transactional sex. As also discussed in the section on educational vulnerability, firstborn boys find themselves expected to sacrifice their education and income to support younger sisters.

One more important aspect of demographic vulnerability is being the firstborn in a large family, especially if the firstborn is a boy. Youth perceived several disadvantages of being the eldest child: they are often expected to sacrifice school in favor of younger siblings, they start working and contributing to the household income very early in life, and their parents (who are likely young themselves) are not able to provide financial or emotional support or link them to meaningful networks. These findings were affirmed by adult champions of youth.

Despite significant progress toward national unity, tribal and religious rivalry in Kenya is still a challenge that fuels demographic vulnerability. Among the six counties, tribal disputes were most pronounced in Kakamega and Isiolo.

Legal vulnerability

Legal vulnerability did not receive a lot of attention in FGDs though it overlaps with other types of vulnerabilities and has an impact on the enabling environment in which youth live.

Based on FGDs, legal vulnerability was defined as a collection of structural and organizational elements (or the lack of them) that make it easier for “abusers” to target young people and make it more difficult for young people to protect themselves from abuse, manipulation, and misrepresentation.

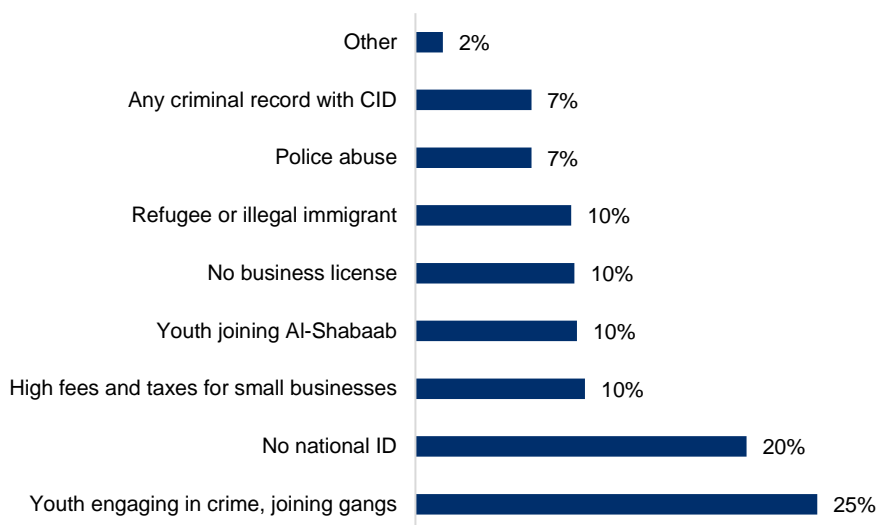
What Young People Say on Legal Vulnerability

Whenever the police see a young person, they see a criminal while most youths are hardworking citizens. (Male, DJ Boyie’s Facebook Follower)

A friend of mine wanted to start a business for M-pesa. By the time she raised capital, she got that the business permit has doubled triple times. So, she became demoralized and she went back to the drawing board, and it takes time to plan oneself again. (Female, 20, Mombasa, Girls only FGD)

About three out of four survey respondents said Kenya’s legal structure challenges young people’s ability to succeed. They highlighted the presence of criminal and violent extremist groups (including criminal gangs) that actively recruit young people, difficulty getting a national identity card, and challenges related to running microenterprises (Figure 2525).

Figure 25. Survey: What are the top three things about a country's legal structure that can make it difficult for young people to succeed? (N=2,019 responses)



Most illustrative examples raised by the FGD participants highlighted one key aspect of legal vulnerability: while Kenya has good laws and regulations, it lacks an effective grievance and reinforcement system. Laws and regulations may not be implemented or implemented in a way that does not benefit young people. Police brutality was mentioned in financial vulnerability: young people say they are often forced to give bribes to police and have no place to report police misconduct, while they are perceived and targeted by the police as criminals. Similarly, youth talked about the shortage of agencies to report rape, theft, misconduct of schoolteachers, and other educators. One more example is the denial of a national identity card or voter card issuance to a young person for fictitious reasons.

Youth find that the current legal structure lacks a support system for youth-owned businesses. While there are thousands of microenterprises created every month, the regulatory system often treats them like formal small- and medium-sized enterprises, requiring them to go through a formal process of obtaining a business license, taxpayer number, paying taxes, etc. At the same time, the current system does not offer educational support, access to capital, or protect microenterprises from illegal pressure and corruption.

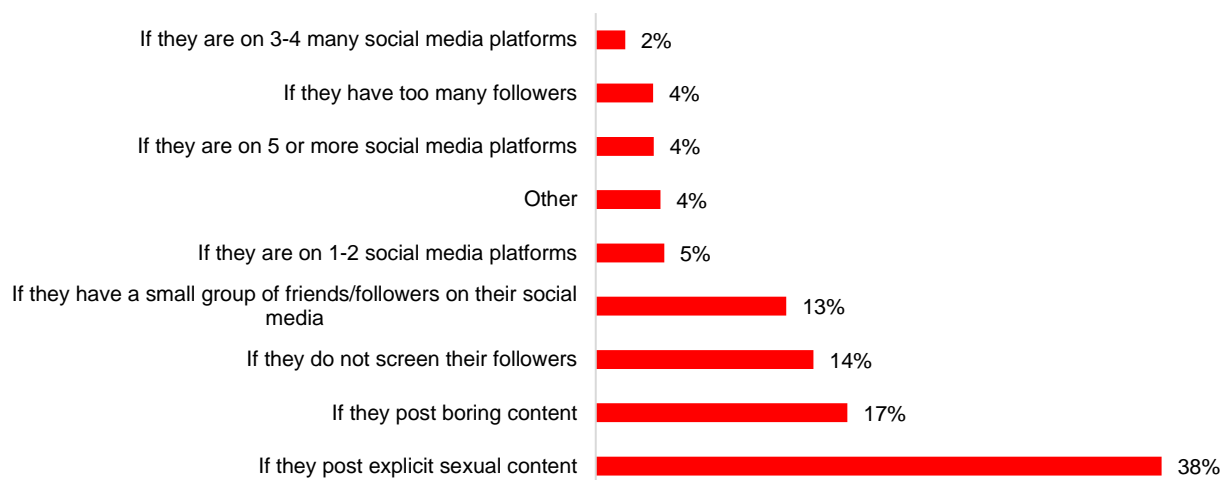
Based on the FGDs, legal vulnerability seems to be a gap in Kenyan governance, specifically in the system's ability to track the implementation of laws and regulations through public means or citizen reporting. While youth are not the only victims of inadequate implementation, they are more affected, because they lack the knowledge and social and financial means to navigate the system.

Digital vulnerability

In FGDs, digital vulnerability was only mentioned in passing and concerning people who lack access to the internet and/or do not own smartphones/phones. Social media conversations revealed trends in gendered digital hustles. Just over half of survey respondents described digital vulnerability as very important to a young person's success in life. The largest proportion of respondents believed that posting explicit sexual content was by far the surest behavior to negatively impact a young person's ability to reach success in life. The survey results are well-aligned with the early findings of the Big Data

analysis (below), which lead us to identifying “transactional flirting” as a new trend on Kenyan Twitter since the start of the COVID-19-related movement restriction.

Figure 26. Survey: What are the top three things about a person’s internet use and behavior online can make it difficult for them to succeed? (N=2,044 answers)



Big Data analysis revealed interesting dynamics and trends, especially around gendered ideas relating to money/hustle and vulnerability. The conversations are male-dominated, as can be seen in the network graphs seen in Annex IV: Analysis of Social Media. The same trend also applied to the tweets, which talked specifically about “hustle.” Overall, there are two dimensions to digital vulnerability among Kenyan youth: the lack of access to the digital space and the type of usage, that is driven by an aggressive pursuit of income through the digital space.

“We have Youth Funds. You find, people who have been chosen [to manage the Funds] are not in the brackets of youth, you find they are fifty years old. The biggest challenge that youth are not given chances because we have had this stereotype that in leadership someone has to have money, and youth do not have money.”

Adult Champion of youth, Mombasa

How to support youth: By those who champion them

As part of the Ground Truth, we interviewed three Youth Champions from different backgrounds and contexts: a religious leader aged 60 from Isiolo, an IT/occupational development educator aged 39 from Mombasa, and a businessman aged 40 from Laikipia/Nakuru (for more details please see APPENDIX II).

The three youth champions described how to address youth vulnerabilities, marginalization, and disaffection: most importantly, community acceptance, practical training and mentorship, and access to capital, with friendly youth engagement that turns young people from potential victims of abuse to peer mentors and educators.

Young people need to learn how to work together in groups, pulling their resources together so that everyone can succeed. In Isiolo, for example, the church engages youth in team sports.

Mentorship is critical, as is parenting, where the community and religious institutions need to work with parents and guardians to ensure that they provide the support youth need. Alternatively, religious organizations need to step in to “parent” young people.

Youth representation in governance is critical to ensuring that youth services are more aligned with young people's genuine needs. Youth should be involved with managing and allocating youth funds. Political leaders must attend to youth needs, especially when it comes to supporting youth's efforts to hustle, become financially independent, and protecting them from legal vulnerabilities, such as police harassment.

Beyond this, enforcing the rule of law to ensure youth are not exposed to child labor, drugs, Al-Shabaab, criminal gangs, and similar abuses.

In summary: Youth personas

The goal of Chapter IV is to provide a nuanced view of the concept of vulnerability and resulting marginalization and disaffection through the eyes of young people, reflecting their perspective of the role they play in communities, their aspirations, and hopes, as well as the traditions and stereotypes that they have inherited from their parents/communities and use to make sense of their lives. We believe that listening to youth is critical when designing interventions meant to facilitate their wellbeing. Profound understanding of their views, as well as the context and influencers that shape their views, are helpful in:

- Designing interventions,
- Designing the message for young people, and
- Selecting the messenger and the delivery channels.

While a theoretical overview is important as a background, we also believe that all programs designed for young people should have a very specific young person in mind—not an abstract profile of an average young person from Kakamega, but a person with a name, age, family history, and a personal life journey. A referral to a specific person makes it easier for program developers to design a program that would be perceived as relatable, authentic and relevant to young people because they would recognize themselves in the story behind the program design.

To assist USAID/KEA with the practical tools for their program-design activities, the CSYA team developed six youth personas or segments representative of (1) youth from all Ground Truth counties, and (2) youth experiencing different combinations of vulnerabilities and different levels of despair. For each youth persona, we provide their demographic details, a personal life story, a summary of most pronounced vulnerabilities, as well as selected solutions that were developed by youth during the design thinking sessions. Youth personas are available in Annex VI: Youth personas.

Summary of Findings from Ground Truth Data Collection

Primary and secondary data revealed many circumstances that influence young Kenyans and many different segments of youth with unique circumstances that may be identified by age, gender, education, geographic location, or cultural factors. The circumstances, or vulnerabilities, however, are interconnected. In this section, we provide a summary of the circumstances affecting youth. Youth personas that personify combinations of vulnerabilities with the lived experience of young Ground Truth participants, are provided in 0. Annex VI: Youth personas.

The CSYA findings support the need for holistic programming that views youth as individuals with families, living in communities, and within an environment that is not often supportive of them. The assessment also illustrates the need to understand the youth experience at a granular level, meaning to better know their daily lived experience. The assessment's primary data collection supported desk

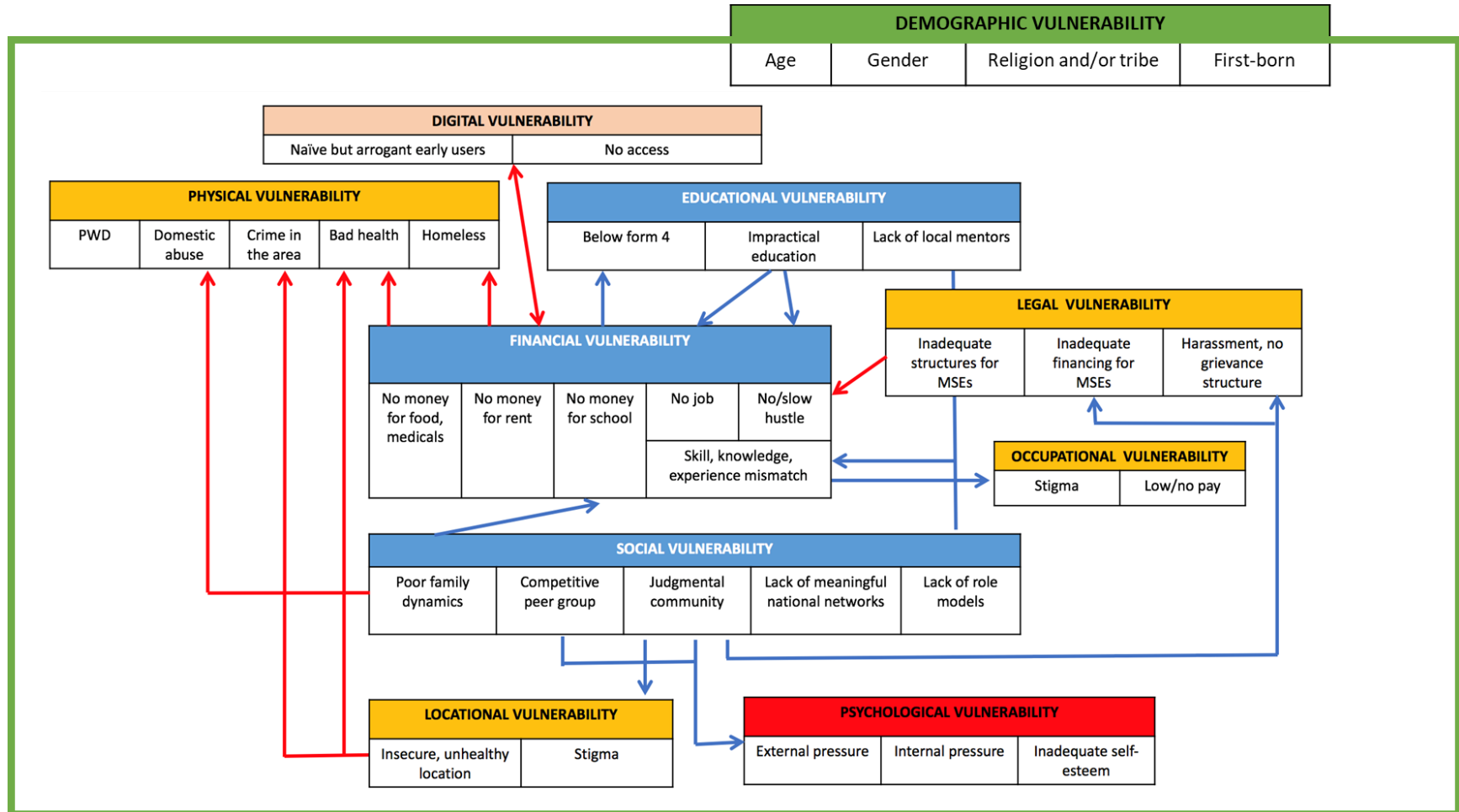
review findings and provided deeper and more nuanced views from a perspective of the various vulnerabilities experienced by youth. The analysis of this experience includes a high-level presentation of the interconnectedness between vulnerabilities and the presentation of six personas that represent key youth subgroups and their challenges.

Figure 27 demonstrates the linkages among vulnerabilities, color-coded by vulnerability layers:

- Three layers in blue—financial, social, and educational—are central to young people’s lives. They are interconnected and are a source for other vulnerabilities (connections marked with blue arrows);
- The layers in yellow are important, but not central to young people’s lives. They are connected with central vulnerabilities (connections marked in red) and influenced by them.
- One layer in pink—digital vulnerability—is an emerging trend. There is limited knowledge of this layer.
- One layer in green—demographic vulnerability—is a “super layer” that is above other vulnerabilities as it transcends young people’s lives and vulnerabilities.

The figure does not present an exhaustive view of the interconnectedness of vulnerabilities. It aims to highlight selected relationships that we believe to be most important for understanding critical observations that inform subsequent recommendations.

Figure 27. Summary representation of vulnerability layers



VI. RESULTS OF YOUTH-LED DESIGN THINKING SESSIONS

Having described what is known about Kenyan youth and identified the gaps in the knowledge and understanding of youth in the desk review, the Ground Truth data collection focused on the perceptions of youth and youth-focused stakeholders. The final step in the project was to use the findings of both primary and secondary data collection to stimulate conversations among young people on how the challenges they face can be addressed.

Youth Bunge and YALI leaders facilitated designing thinking sessions in which 41 youth discussed challenges and generated solutions to key issue areas identified through the desk review and Ground Truth study. Detailed findings and youth-proposed solutions by county for each of the vulnerabilities, as well as recommendations for reaching youth, are found in Annex V: Youth-led Design Thinking Sessions. Below are the key highlights from the Design-thinking session.

Youth-designed solutions

With the exception of solutions on the social vulnerability, design-thinking session (DTS) participants from different locations generally had at least one solution they all agreed on plus unique solutions that were specific to the circumstances in their location. It is possible that there was no common solution for the social vulnerability because family and community dynamics in the selected locations are very different and require unique/tailored approach. The common solutions youth described were as follows:

- *Young people believe they can address challenges through a variety of individual and group engagements, such as peer-to-peer counselling, peer role models, peer mentors, and group activities (sports and/or community clean-ups and patrolling, etc.). The centrality and leadership of youth in youth-focused programming is critical to program success.*
- *Team competitions were described as both a pathway to reaching youth and a solution to several vulnerabilities, especially psychological. Inter-county and national competitions among youth teams mitigate the negative aspects of youth sabotaging one another due to competition for opportunities. Team sports, games, and competitions teach youth the value of teamwork and give them an opportunity to improve their soft skills. In addition, competition is perceived as entertainment, which is important to young people.*
- *Mentorship—young people looking for mentors to guide them and young people looking for opportunities to mentor somebody—can be a positive, reciprocal relationship. While the mentee gains a role model and guidance, the mentor’s social status grows, as youth perceive part of life’s success as one’s ability to lift others. A peer mentor network can effectively engage youth, increase their self-esteem and agency, and mitigate vulnerabilities.*
- *In the absence of a supportive, engaged family, youth suggested that schools and religious institutions have to play a bigger role in parenting youth. Specifically, youth suggested addressing the following issues in vulnerable communities: career counselling, comprehensive sexual education, menstrual hygiene and management for girls, criminal and extremist activity awareness and prevention, etc. Youth and those supporting youth believe that young people can be (and sometimes are) pillars in their communities, but some youth lack guidance, and some are abused and manipulated.*
- *Developing their talent is a red-hot issue among young Kenyans, especially vulnerable ones. It might be the case that talent is seen as the shortest path to achieving wealth. Yet for young people’s self-esteem and confidence, it is important to encourage them and create an environment where*

they can develop and showcase their talent, bond with other young people and youth groups, have a sense of accomplishment, etc.

Pathways to reaching youth

Across locations, design-thinking session participants agreed on *three core approaches to reaching vulnerable youth*:

- **Social media**, Facebook, Twitter, YouTube, WhatsApp, influencers and celebrities on social media,
- **Youth groups and youth leaders**, including youth representatives, and
- **Social events focused on youth**, such as sport events and concerts, which youth watch or in which they participate.

Local pathways are critical to reaching youth, such as through local influencers, radio and TV stations, etc. Young people also emphasized **connections and exchanges between localities** through individual youth leaders and large-scale events (tournaments, concerts, and sport events).

In two counties, unique pathways were:

- Kakamega where youth mentioned a Ministry as the conduit of information for young people.
- Homabay where youth said they would like to be reached through vocational training institutions and SACCOs.

VII. RECOMMENDATIONS

The life of young Kenyans is very complex, and almost every aspect of it—from relationships with parents to educational choices to selecting a place of residence—has the potential to become either a source of success or a source of vulnerability. This complexity is the primary reason for young people’s vulnerability, marginalization, and disaffection. All layers of vulnerability are interconnected and interdependent. It is not possible to address any of them in isolation, and in fact, addressing them in isolation without consideration for the “big picture” is not enough to create meaningful change.

Holistic interventions are critical for profound, lasting impact. While we see, for example, youth and key informants confirming that teenage pregnancy, substance abuse, mental health, and SGBV are as much a concern for youth as found in existing literature, a health-focused only youth program is unlikely to foment desired outcomes. As one informant said, *“There is no resilience where you treat them for ‘this’ but don’t offer them something else.”* Framing each issue through the perspective of a specific vulnerability as understood by young people would help create relevance, authenticity, and longevity for a youth-focused program.

We recommend using a PYD-based approach to design holistic, cross-sectoral youth-focused programs that take into account youth assets, agency, contribution, and enabling environment, as USAID/KEA is doing with integrated approaches. The layered view of vulnerability provides a clear, detailed, and actionable view of how to improve the experience of young Kenyans. It also makes it possible to structure interventions to address as few (or as many) layers as an intervention framework permits (i.e., in terms of locations, timelines, and budget) and still achieve measurable positive impact. Design should be locally led so that programs are tailored to youth and their communities. Programs should be implemented by local organizations and public-private partnerships so that they are locally owned, incentivizing youth, organizations, and communities to succeed and sustain positive outcomes.

Positive Youth Development Principles

| PYD Domain | PYD Program Features | Key Interventions |
|-----------------------------|-----------------------------------|---|
| Assets | Skill-Building | Intentionally integrating skills development to reach youth with fewer skills, assets, and agency (not only those with pre-existing skills, assets, and agency) |
| Agency | | Intentional focus on broadening youth perspectives Development of social-emotional, problem-solving, and communication skills (soft skills) |
| Contribution | Youth Engagement and Contribution | Engaging and partnering with youth Offering meaningful and developmentally appropriate opportunities for participation (e.g., youth-led discussion, real choices) Opportunities for leadership development (e.g., youth as peer counselors, tutors, evaluators, and contributors) |
| Enabling Environment | Belonging and Membership | Fostering a sense of community within youth-serving programs Social inclusion (gender, disability, ethnic/religious differences.) |

| PYD Domain | PYD Program Features | Key Interventions |
|------------|-----------------------------------|--|
| | Healthy Relationships and Bonding | Supporting bonds between youth and caring adults Positive role models Healthy peer relationships |
| | Positive Norms and Expectations | Establishing positive norms and rules for youth engagement Setting high expectations of independence and responsibility |
| | Safe Spaces | Ensuring and supporting physical, emotional, and virtual safety for young men and women |
| | Access to Youth-Friendly Services | Offering a continuum of integrated services among family, youth programs, school, and health care providers |

Put young people at the center of designing, implementing, monitoring, and evaluating youth programs to create strong ownership, helping to address vulnerabilities in relevant and authentic ways, and launch a positive ripple effect among Kenyan youth. Young people are the best “destiny helpers” (mentors/guides). Young people would like to learn from each other, but most importantly they see “uplifting others” and “giving back” as a sign of personal success.

Solutions and interventions must be local to youth, meeting youth where they live. Youth networks, leaders, and local young influencers and celebrities would likely be effective program champions, endorsers, or advocates.

Support more widespread, inclusive, effective networks for youth. One of the critical gaps highlighted by the findings is the lack of meaningful networks that (1) support young people through sharing knowledge and experiences, and (2) link them to opportunities, e.g., financial services, how to apply for government funds, how to submit a proposal for goods or services in response to County needs.

Develop trust between youth across physical boundaries. While young people have positive experiences working in groups, they are also acutely aware of peer competition for opportunities. **The negative effects, such as mistrust, of competition for limited opportunities are the main hindrances to forming effective peer networks and to successful peer cooperation.** Networks like the National Youth Bunge Association and YALI need to include all youth in their areas and/or expand to reach more youth. They also need to coordinate and improve their capacity for outreach. That’s a challenge among people whose lives may be uprooted (e.g., by COVID-19) and whose contact information may frequently change. Yet in developing peer networks, young people can be linked with members across different communities using a mechanism for establishing trust, such as sports, games, and facilitated groups.

Create locally designed and trusted mentor networks. The need for peer and adult mentors was clearly expressed by youth and their effectiveness in PYD is supported by evidence. Working with and training local NGOs, CSOs/CBOs already working in sub-counties is a feasible approach to starting up networks and vetting and training mentors. **Identify local youth and adult champions** to support the network’s ongoing processes; design reporting systems and databases to maintain information;

create cloud-based databases for easy tracking and reporting, and provide the technology and airtime as an incentive for the champions to continue to volunteer for the job.

Use reciprocity to support sustainability and social network building. The aspiration to do for others what has not been done for them (mentorship, financial and social support), is a striking but very important clue as to how potential youth-focused programs can be scaled successfully and in a cost-effective manner. An example of this is the Global Give Back Circle program. Young Kenyans can be a pillar in the community and positively impact the lives of others. However, as young people highlighted in FGDs, those who sleep hungry every day cannot even help themselves.

PROGRAM EXAMPLE:

PPP, value chains, mentorship, soft skills, training, linkages

Kenya Youth Empowerment and Employment Initiative (KYEEL) used public private partnerships, building youth capacity, providing mentorship, and linkages. Youth used their creativity to start businesses, create jobs for themselves and others, mostly small scale and informal. Some were in ICT and agricultural-related value chains.

KYEEL youth said they were “transformed as individuals through adherence to characteristics of leadership, integrity and ethics...The importance of soft skills including character, leadership, integrity and ethics cannot be overemphasized because traits and qualities embedded in values have strengthened the hard skills in business and entrepreneurship.”

Source: Global Development Alliance for Yes Youth Can Program. Kenya Youth Empowerment and Employment Initiative (KYEEL) Final Report 2010-2012. December 2012.

Conduct a youth-led national identity card campaign. Despite progress, only about half of youth have a national identity card and they need it to seek formal work, apply for funds, seek capital, and engage in civic activities. The process is difficult, but not impossible. Once people have been vaccinated for COVID-19, consider a public service campaign announcing the goal to provide every Kenyan youth who does not yet have government identification with a national identity card. Decide on a process that includes some of the existing vetting, but that includes youth in designing the process. Youth believe the process is rigged so that some young Kenyans are denied an ID due to discrimination or corruption.

Prioritize education, financial, and social vulnerabilities. They are the core layers and addressing them first will help to effectively magnify the impact of a youth-focused program. Such a program would include building skills and knowledge: workforce technical and vocational training, financial literacy, soft skills and family planning/sex education. Integrating this knowledge recognizes that youth work and health are interconnected: teenage pregnancy negatively affects the ability of young women and men to get an education and engage in work,²³² and youth looking forward to good livelihoods are more likely

²³² Bailey MJ. More power to the pill: the impact of contraceptive freedom on women's life cycle labor supply. *The Quarterly Journal of Economics*. 2006 Feb:289-320. <https://doi.org/10.1093/qje/121.1.289>; Canning D, Schultz TP. The economic consequences of reproductive health and family planning. *The Lancet*. 2012;380(9837):165-171. DOI: [http://dx.doi.org/10.1016/S0140-6736\(12\)60827-7](http://dx.doi.org/10.1016/S0140-6736(12)60827-7); Jensen R. Do labor market opportunities affect young women's work and family decisions? Experimental evidence from India. *The Quarterly Journal of Economics*. 2012;127:753-792.

to take care of their health.²³³ The program would foster healthy relationships with peers and adults and include peer and adult mentors. Safe spaces are needed for safe and engaging learning environments that include multiple means of learning, such as games, role-playing, and learning materials. A supportive enabling environment engages families, communities, and policymakers. The program would link youth with services such as youth-friendly health services and financial services. Prior to program development, the project would consult with employers and conduct market analyses to identify appropriate sectors, partners, linkages, and market-driven training.

Evaluate youth programs to know what works well, for whom and how much it costs. Many USAID youth-inclusive programs while not youth-focused programs, are described in reports and by informants as positively affecting youth wellbeing. Few, however, have been evaluated. This is an area requiring coordination. One implementing partner mentioned having funds from multiple organizations, sharing evaluations with the funder requesting them, but not with all funders, and not to the public. This leads to another recommendation: conduct impact evaluations, make program monitoring and evaluation data, and analyses public.

There are numerous policies, strategies, and programs for youth development in Kenya. Some of these are described in Annex VIII: Kenya's Youth-Focused Policies. Applying the CSYA findings requires coordination among stakeholders to maximize outcomes of youth-focused activities for young Kenyans, as noted by key informants.

²³³ Smith P, Buzi R, Abacan A. Workforce development as a promising approach to improving health disparities among young males. *The Journal of Men's Studies*. 2014;22(1):3-11. <https://doi.org/10.3149/jms.2201.3>; Jensen R. Do labor market opportunities affect young women's work and family decisions? Experimental evidence from India. *The Quarterly Journal of Economics*. 2012;127:753-792; Arcand JL, Wouabe ED. Teacher training and HIV/AIDS prevention in West Africa: regression discontinuity design evidence from the Cameroon. *Health Economics*. 2010;19(S1):36-54. DOI: 10.1002/hec.1643; Bailey MJ. More power to the pill: the impact of contraceptive freedom on women's life cycle labor supply. *The Quarterly Journal of Economics*. 2006 Feb;289-320.

Need for coordinated efforts

Donors, NGOs, implementing partners, and youth agree that the funding in Kenya is tremendous, and that there is little coordination among those who control and use the funds to facilitate youth development. One informant said *“My premise is that it’s not about more money, it’s about better coordination of that money. So, if we can form more of these collaborative structures built with youth at the forefront, in each of the counties, it will be critical.”* Another said, *“[There are] all kinds of points of focus...if we had a strong network, we could be effective – to have the impact that it should.”*

One youth-focused Kenyan organization said, *“I have come to realize that most organizations funding youth empowerment projects, mostly they target big organizations; maybe they did wonderful proposals, but when you compare what they are doing then what young organizations are doing...when applications are done, young organizations are rarely considered for funding...Inform them that you need not look down on young organizations.”* This fits what another informant suggested: *“Our approach is catalytic. We have a local anchor partner – a neutral actor trusted by youth and government...Map out every government program, CSO, NGO, etc.”*

USAID’s Journey to Self-reliance recognizes local solutions as central to development goals. A recent report of locally driven solutions to economically empower young women with the Young Women Transform Prize concluded the following: *“The Prize experience illustrates how supporting local organizations whose missions include girls’ and women’s economic empowerment has the potential to amplify local solutions to achieve systemic change. In order to scale up these local solutions, youth-led organizations require capacity strengthening, opportunities to share their expertise and local knowledge, and a greater role in development programming.”** Change “girls’ and women’s” to “youth” and the Prize conclusion could be a way forward for Kenya’s youth-focused organizations and stakeholders.

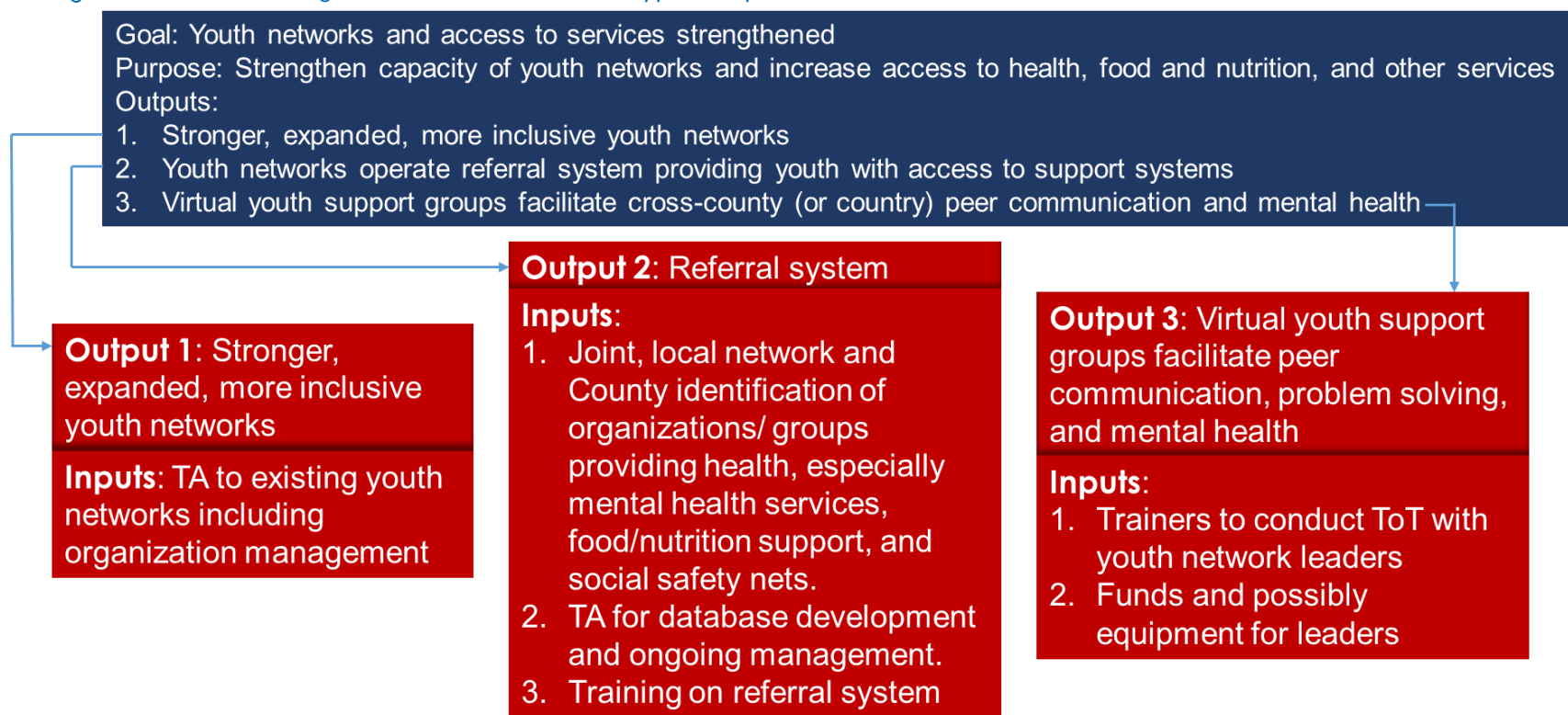
** USAID YouthPower, 2020. Young Women Transform Prize Report. Making Cents International.*

Below are three programs (logical frameworks) ideas to facilitate youth wellbeing. Each one builds on the previous one, where the first is a short-term, COVID-19 intervention, and the second is a 2-year program, and the third is a 5-year program. As such, they could be combined to one 5-year program. Indicators for youth-inclusive programs are provided in **Error! Reference source not found..**

The near-term program calls for technical assistance to NYBA, AYA, and YALI networks. The networks current reach is limited and needs to expand to include highly vulnerable and marginalized youth. Stronger youth networks can serve as the base for a referral system, linking youth to services: a list of which would be developed jointly by youth and county government. Technical assistance will likely be needed to develop a database and train youth networks on database management and upkeep, as well as training on the referral system.

Given the success of the WhatsApp focus groups during the Ground Truth activities and the youth-led Design Thinking sessions, youth networks should support the creation and ongoing meeting of virtual youth support groups.

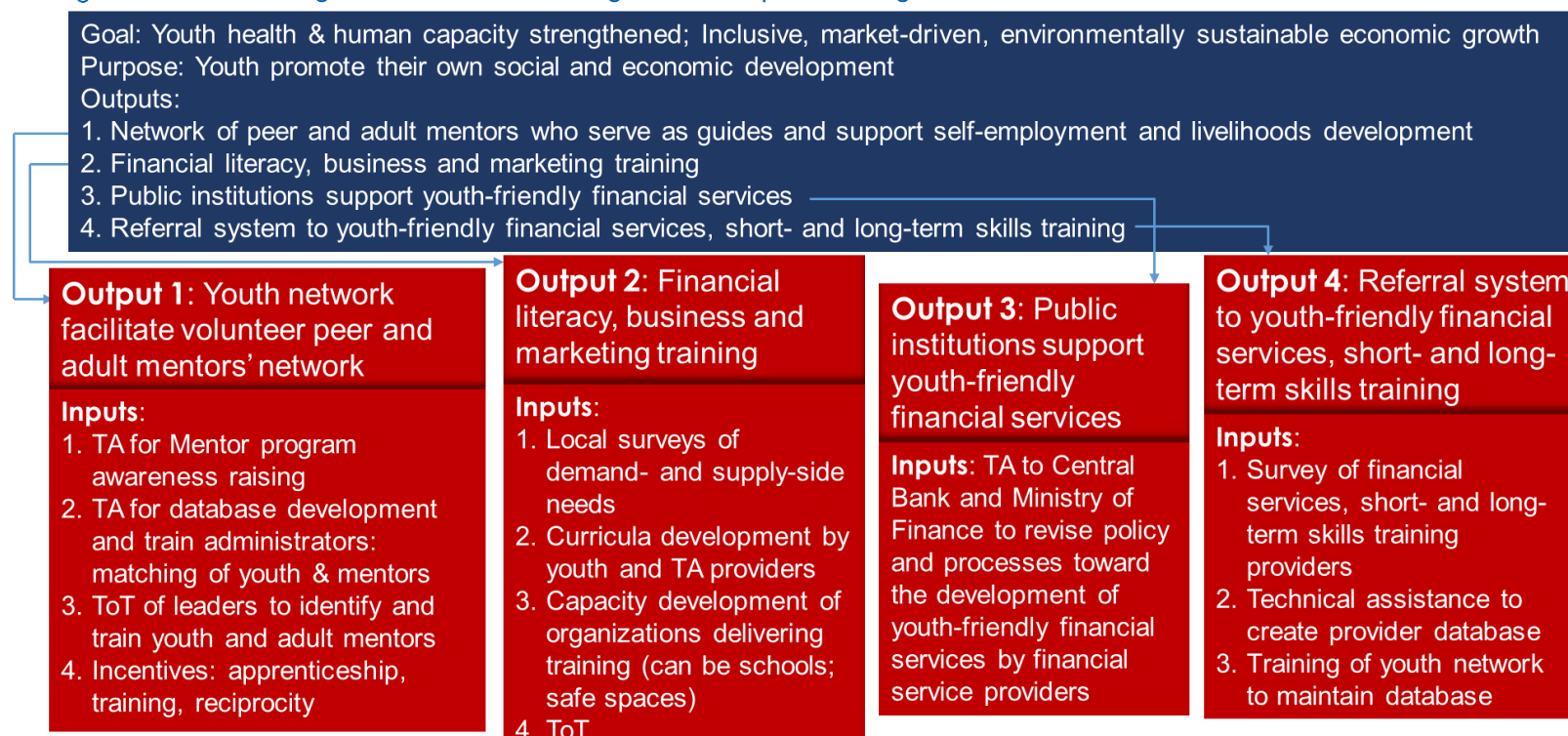
Figure 28. Immediate Program Idea: Youth Networks and Support Groups



The two-year program relies on the existence of youth networks with excellent outreach to most young Kenyans (meaning their contact information is accurate). A public awareness campaign raises the value of mentors to young Kenyans and how youth and adults can participate in a mentor network. Technical assistance supports youth to create the campaign. While the campaign could be national, the database of youth and adult mentors could be local. Developing the mentor network includes several steps including internet-accessible submission of potential mentor and mentee information that is accessible only to select youth leaders.

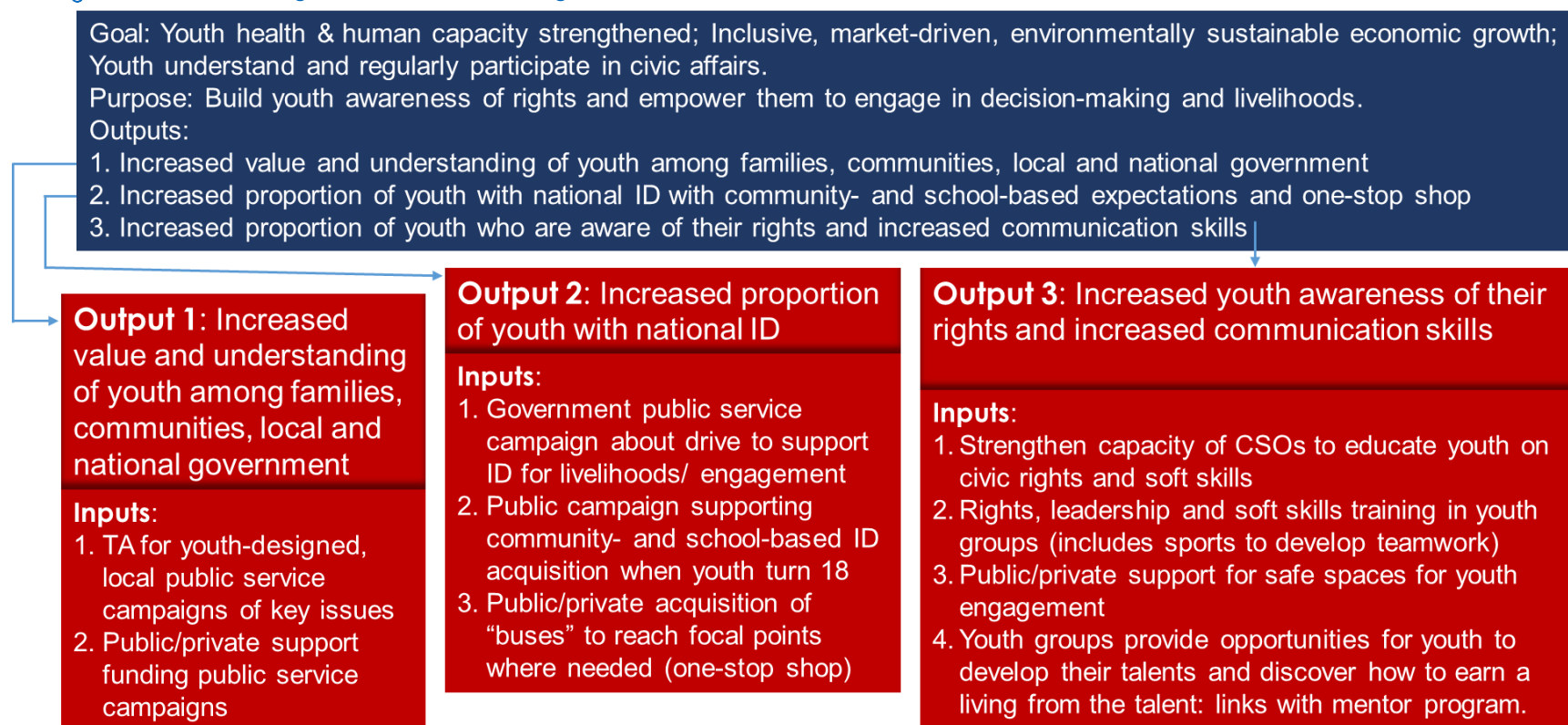
Financial literacy, business, and marketing training is facilitated through youth groups directly, by existing schools and organizations, or through a combination of them. The referral system is expanded to include youth-friendly financial services and skills training services. This program excludes direct provision of skills training, instead depending on existing formal and non-formal education and training, which may be inadequate. Some youth, e.g., those who have families to provide for, need short-term upskilling that facilitate short-term access to increased income. Youth-friendly financial services are enabled through the support of Central Bank and Ministry of Finance policies and processes.

Figure 29. 2-Year Program Idea: Mentors, Training/Skills Development, Linkages



The five-year program focuses on building a positive youth enabling environment in which youth are better understood and more valued by their families, communities, local and national governments. This effort is facilitated by localized, youth-led, and designed, public service campaigns supported by technical experts and funded by local public and private entities. The ongoing effort to increase the proportion of youth with a national identity card is supported by three activities to change the culture and expectations around ID acquisition and creating a mobile one-stop shop. Finally, youth need to know their rights and have soft skills training that provides them with the skills they need to succeed. This knowledge might be integrated into school curriculum in time, but within a five-year timeline, it might best be provided youth groups by CSOs and NGOs.

Figure 30. 5-Year Program Idea: Positive Enabling Environment



ANNEX I: FOCUS GROUP DISCUSSIONS

Focus group discussion participants were recruited by Shujaaz with the help of Shujaaz SuperFans.²³⁴ The focus group discussions were conducted via WhatsApp due to the COVID-19 outbreak with three FGDs per selected county (see Table 87). The dynamic of the focus group discussions was very positive. When asked to introduce themselves, most participants chose playful, positive descriptions, e.g., “Faith, the fabulous girl” or “Starkings the poet” or “Kalif, the Don”. Young people remained good-spirited throughout the conversations, even though some of the engagements lasted for more than 4 hours. Some shared that the token money they received (for airtime, travel to cyber cafes and snacks for the sessions) bought them the only meal they would have that day.

Table 8. FGD Participant Characteristics

| County | Male, 18-22 years | Female, 18-22 years | Male/Female 23-26 years |
|----------------|-------------------|---------------------|-------------------------|
| Kakamega | 1 | 1 | 1 |
| Isiolo | 1 | 1 | 1 |
| Mombasa | 1 | 1 | 1 |
| Homa Bay | 1 | 1 | 1 |
| Nairobi | 1 | 1 | 1 |
| Nakuru (pilot) | 1 | 1 | 1 |
| Total FGDs | 6 | 6 | 6 |

Focus Group Discussion Protocol

Part I: Introduction

Moderator: Hi all. We are happy that at this challenging time, we could all spend some time together, share our ideas and support each other.

I want to remind everyone that your participation is voluntary and you can refuse to answer any question you are not comfortable with. I am going to record our session, please confirm you are ok with it. Please, also remember to not share the details of our discussion with people outside this room.

Activity 1: Getting to know each other

So, we know just a little bit about each other, let's all share our first name and one word that describes us the best. Go!

Activity 2: The Image of Kenyan youth

I read yesterday that you can describe your entire relationships with someone using only emojis, like this:

²³⁴ Superfans are a network of just over 3500 young people (15-35 yo) across Kenya, who are active users of Shujaaz media, and whose small businesses serve as the distribution points for the Shujaaz magazine. Currently, there is at least one distributor in each county in Kenya. Superfans routinely help Shujaaz Knowledge and Learning team with the recruitment of participants for various studies.



Isn't it true?!

Now, let us use some emoji's to show me how your story – a story of a young person - looks like today? Please, do not focus only on your situation during the coronavirus lockdown, let's also think about our lives before the coronavirus and after it's over.

[Look for: similarities and differences in the stories, positive and negative sentiment, level of positivity and negativity (e.g., crying vs sad), balance of positivity and negativity]

Let's first talk about the positive emojis you picked. What makes today's young people happy, joyful?

[Look for: Achieving goals, dreams come true, accomplishing activities/plan]

Now tell me what makes our youth unhappy? Let's look at your negative emojis. What made you choose those? Again, please don't think about the coronavirus only – think about your life before the coronavirus.

[Look for: Lack of opportunities, lack of jobs, lack of resources]

Activity 3: Youth and vulnerability

There is a phrase that you might have heard before “a vulnerable person”. Tell me, what does this phrase mean to you?

You can send me a mem or an emoji, but you need to explain them. I am most interested in the characteristics of “vulnerable people.”

If participants does not understand what vulnerable means use synonyms such as disadvantaged, missing out on opportunities, not reaching their dreams, struggling, not living a good life, facing difficulties...

How does a vulnerable person look like?

If I am to come to your street where would I find them?

[Look for: Men vs. women, younger vs. older, urban vs. rural, specific locations/counties, informal settlements, homeless]

[Look for: Single mothers, teenage mothers, sex workers, LGBT]

[Look for: disability, STI, HIV, other diseases]

[Look for: Poverty, hunger, joblessness, brokenness]

[Look for: Tribal or ethnic minority, political minorities, etc.]

Let's go back and look at all of our stories – Do you think all the difficulties we have as young people make us vulnerable?

So, I heard that you actually we youth have different levels/groups of vulnerability. How many groups are there and what are the differences amongst these levels?



Here is an interesting picture that I want to share with you.

Imagine these are all youth like us (age-wise), and they are striving to have a view/vision of their dreams and aspirations in life from the other side of the fence.

The fence is the barrier – that they are all facing: What are these things that all youth despite the background have the strive through?

Okay, the boxes are the resources that youth have.

So, let us start with those at number 1

- Who are these youth in our community?
- what are their characteristics?
- Where can one find them most?
- What are the boxes they have that pushes them to have the view?
- The boxes are the resources that these young people have.

What about number 2?

And number 3 actually has a hole instead of a box, what is that hole?

The boxes are the resources that youth have, what are these resources that they are stepping on?

The boxes are the resources that youth have, what are these resources that they are stepping on?

Do you feel you, young people in this group are more vulnerable than others that you listed before?

On what number do we think we are at.

What makes us most vulnerable?

What helps us to still survive and stay strong?

Activity 4: Youth and marginalization

I want to share with you an image.



Let's imagine, this is the image of your community, where different people are in different positions. People in the yellow circle are most visible in the community, they have a voice, they are respected and supported. People in the black part are far from everyone, they are not heard or supported. People in the white space are not even part of the community.

Tell me, in your community, where do you think young people currently are? Why?

[Look for: Youth are marginalized, youth are excluded, you live a separate life, youth are outside the community, etc.]

Why do you think the situation is like this?

Who is to blame for it? Who can change it for the better?

Activity 5: Aspirations, opportunities, barriers (15min)

Now, I want to share with you an image.



So, it's a door.

Now imagine, the opened door, opens to your ideal future, where you have achieved all your aspirations and dreams. Tell me, how does your life look behind the door? (how does that future look like)

[Look for: Description of the desired future, best future scenarios]



Here is another, the door is partially opened, seems there is a barrier blocking it to fully open. These are all the issues in your life today and before the corona that make it difficult for you to reach your dream future and make you sad. What are these challenges?

[Look for: lack of opportunities, lack of jobs, lack of money, lack of resources, internal and external migration]

[Look for: Crime, problems with security and personal safety, gangs, CVE, tribal/ethnic conflict]

[Look for: Community judgement and ostracism, no voice, unable to give back to the community]

Despite the barriers you have mentioned, let's talk about things that have at least pushed the door open to some extent— these are all the good things in your life that help you move forward and make you joyful or happy. What are these things?

[Look for: Community support, supportive leaders, youth champions, family support, social networks, teachers, religious leaders, other positive human interactions]

[Look for: Education and training, apprenticeship and mentorship, civic engagement and volunteer work]

[Look for: Youth programs in the community, youth groups, other youth networks]

Activity 6: Role models

Tell me, do you know of a young person in Kenya, who managed to open their door - to live their dream life? Who are they? Feel free to send me their images if you have them.

What about your own community - who are young people you look up to? Why?

Wrap up

Now that we went through the journey thinking about the lives of young Kenyans in your community, do you want to add something to help me understand people like you better?

Thank you very much for your participation.

ANNEX II: KEY INFORMANT INTERVIEWS

This annex provides additional information about key informants, who included:

- M. Youth role models, also called positive deviants
- N. Adults who worked with or who regularly engaged with youth in their communities, also called youth champions
- O. Youth-focused stakeholders

Demographic data for youth role models

| | | |
|--|---------------------------|--|
| INDIVIDUAL INFORMATION: POSITIVE DEVIANT | | Date: June/2020 |
| Level of education form four | | |
| Level of income Kes 5000 a month | | |
| Hustla/non-hustla Duka (Shop in her home area) | | |
| Relationships status married | | |
| Number of own children 2 | | |
| County: Homa Bay | | Location: Kogelo Kalanya. |
| Sex: Female | Age cohort: 25-27years | Notes / comments: She saved to set her shop up; got married at 21 years |

| | | |
|--|------------------------|---|
| INDIVIDUAL INFORMATION: POSITIVE DEVIANT | | Date: June 2020 |
| Level of education Form two | | |
| Level of income Kes 10000 a month | | |
| Hustla/non-hustla Boda boda driver (motorbike) & selling malimali (small thing here and there) | | |
| Relationships status Married | | |
| Number of own children Wife expectant | | |
| County: Isiolo | | Location: kulamawe-rural Sub location: _____ |
| Sex: Male | Age cohort: 24 year | Notes / comments: The only child also taking care of her single mother |

| | | |
|--|-------------------|--|
| INDIVIDUAL INFORMATION: POSITIVE DEVIANT | | Date: June/2020 |
| Level of education Diploma | | |
| Level of income Kes 30,000 a month | | |
| Hustla/non-hustla Small business, sell chips at the market | | |
| Relationships status Single | | |
| Number of own children 0 | | |
| County: Kakamega | | Location: Shinyalu |
| Sex: Female | Age cohort: 25 | Notes / comments: She moved recently moved out Kakamega town start a hustle business at Homabayso that people in her community cannot augh at her since she has a diploma but only resolved to selling chips (a small hustle) |

| | | |
|---|--|-----------------|
| INDIVIDUAL INFORMATION: POSITIVE DEVIANT | | Date: June/2020 |
| Level of education Form 2 | | |
| Level of income Kes 10,000 monthly (she is a gig worker, working with Lynk) | | |
| Hustla/non-hustla Carpentry and jewelry | | |
| Relationships status Single mother | | |

| | | |
|--------------------------|---------------------------|--|
| Number of own children 2 | | |
| County: Nairobi | Location: Korogocho Slums | |
| Sex: Female | Age cohort: 20 | Notes / comments: She got her babies at 15 & 17 years |

| | | |
|---|----------------------|--|
| INDIVIDUAL INFORMATION: POSITIVE DEVIANT | | |
| Level of education: University continuing | | |
| Level of income Kes 17000 a month | | |
| Hustla/non-hustla Peer educator | | |
| Relationships status Single | | |
| Number of own children 0 | | |
| County: Mombasa | Location: Mboblolulu | |
| Sex: Male | Age cohort: 26 | Notes / comments: Second born in family of 3 boys |

| | | |
|--|--------------------|--------------------------------|
| INDIVIDUAL INFORMATION: POSITIVE DEVIANT | | Date: June /2020 |
| Level of education Class 8 | | |
| Level of income 5000 a month | | |
| Hustla/non-hustla Casual work | | |
| Relationships status Single | | |
| Number of own children 0 | | |
| County: Nakuru | Location: Karagita | |
| Sex: Female | Age cohort: 20 | Notes / comments: Last born |

Youth Champions

Three youth champions interviewed were married men ages 39 to 60 years.

| County | Occupation | Youth engagement | Frequency of interaction with youth |
|---------|----------------|---------------------------------|-------------------------------------|
| Isiolo | Pastor | Advocacy and mentorship | Weekly |
| Mombasa | IT | Mentorship and linkages program | Monthly |
| Nakuru | Businessperson | Training | Daily |

Youth-focused Stakeholders

Below are the youth-focused stakeholders interviewed.

| Date | Name | Title | Institution | Email |
|---------------|--|--|--|--|
| May 19, 2020 | Alice Gugelev | Managing Director CEO | Global Development Incubator, GDI Africa | alice.gugelev@globaldevincubator.org |
| May 26, 2020 | Lydia Karingithi Ben Opalo Lucy Irungu | Head of Business Development Business Development Manager Business Development Manager | Generation Kenya | Lydia@generation.org Ben.opalo@generation.org Lucy@generation.org |
| June 3, 2020 | Sophy Okotta | Vice President | National Bunge Association | osophy26@gmail.com |
| June 9, 2020 | Michael Ochieng Nyawino | Executive Director | Christian Community Healthcare Foundation-Kenya (COHECF-KENYA) | michaelnyawino@gmail.com |
| July 1, 2020 | Alexander Brand | Owner | Peppertree Restaurant | alex@peppertreekenya.com |
| July 2, 2020 | Francis Marisia | Business Development Manager | Jubilee Insurance | Francis.Marisia@ext.jubileekenya.com |
| July 9, 2020 | Mercy Otieno | Unit Manager | Monarch Insurance | mercyotieno41@gmail.com |
| July 20, 2020 | Carolyne Musembi | Recruitment, Training and Development | Victory Farms | carolinem@victoryfarmkenya.com |
| July 22, 2020 | Corrinne Ngurukie-Yamo | Head of Partnerships | Generation Kenya | Corrinne@generation.org |

ANNEX III: SMS SURVEYS

SMS survey participants were males and females aged 18-26 registered on the Shujaaz SMS platform. The total surveyed audience for the SMS surveys was 7,630. Weekly SMS surveys were conducted with randomly selected Shujaaz fans registered on the SMS platform. Surveys were analyzed in aggregate and by age and gender. The data were anonymized and reported in aggregate.

While it was not possible to add education and financial status questions to the questionnaire due to the fact that longer questionnaires significantly affected the response rate for the SMS surveys, we randomly selected 500 from each of the six surveys (7,630 survey respondents) and asked them the financial status question. Of those who responded (n=1,194), 85 percent were in the two lowest income quintiles.

Questions in SMS surveys 1-5 followed up on issues that arose in the FGDs. The topic of survey 6 arose in social media exchanges. The survey questions follow.

SMS SURVEY #1

Week of June 8, 2020

Q1. Hi, this is DJ B. I just wanted to chat with you about your lives and your communities. We will use this information to provide organizations working with youth with recommendations on how to support young people in Kenya and in your area better. Your participation is voluntary and you can refuse to answer any question. We are also not going to share your name with anyone outside this team. I am going to ask you ____ questions on this topic. I will keep all your answers anonymous. Is it ok for me to ask the questions? Yes/No

Q2. In every community, there are young people who need a lot of help from others. Use one word to describe how they call them in your community. OPEN ENDED.

Q3. What are the top 3 reasons these young people need help? PICK TOP THREE

1. Poor health
2. Lack of community support
3. Discrimination by the business community or government agencies (local, county, or national)
4. Poverty, lack of money
5. Drugs, alcohol
6. Poor education
7. Lack of professional skills
8. Lack of soft skills
9. Lack of networks, connections with the right people
10. Peer pressure, bad company, competition among youth
11. Lack of mentors or role models in the community
12. Own mistakes, i.e., wasting time, money, opportunities, not believing in yourself
13. Cultural or religious traditions
14. Corruption, nepotism, favoritism of government agencies

15. Lack of jobs
16. Difficult family background, i.e., single parent, abuse in the family, etc.
17. Other

Q4. If selected 17 in Q3, please explain? OPEN ENDED

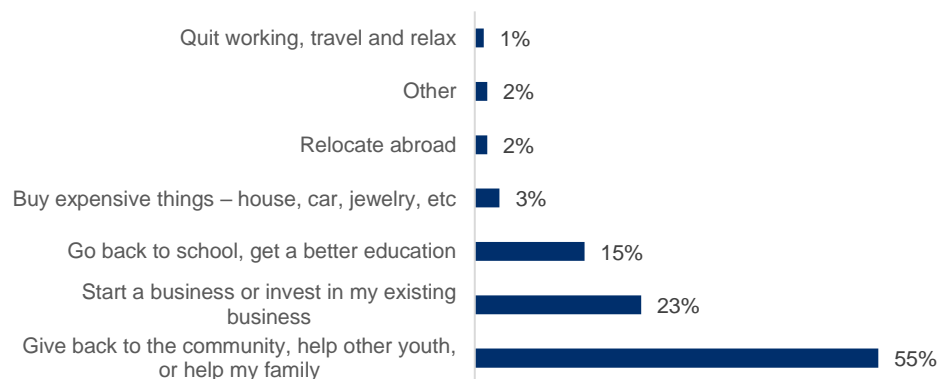
Q5. What will you do first if you achieve success?

1. Go back to school, get a better education
2. Buy expensive things – house, car, jewelry, etc.
3. Give back to the community, help other youth or help my family
4. Start a business or invest in my existing business
5. Relocate abroad
6. Quit working, travel and relax
7. Other

Q6. If selected 7 in Q5, please explain? OPEN ENDED

If you have further questions about this study, please contact Anastasia Mirzoyants, Head of Knowledge and Learning, Shujaaz Inc. anastasia.mirzoyants@shujaazinc.com or YouthPower Learning Senior Technical Advisor Dr. Christy Olenik at christy@makingcents.com.

Figure 31. Question: What will you do first if you achieve success in life? (N=417).



SMS SURVEY #2

Week of June 15, 2020

Q1. Hi, this is DJ B. I just wanted to chat with you about your lives and your communities. I am going to ask you several questions. I will keep all your answers anonymous. Is it ok for me to ask the questions? Yes/No

Q2. On a scale from 1 to 5, how important where a person lives is for their success in life, for being able to achieve their dreams and potential? SELECT ONE

- 1- Not at all important
- 2- Of little importance

- 3- Moderately important
- 4- Very important
- 5- Absolutely essential

Q3. ASK IF Q2>1. What about where a person lives can make it difficult for a person to succeed?
SELECT AL THAT APPLY

- 1- If they live in a ghetto, slum
- 2- If they live in a rural area, in a village
- 3- If they live in a big city
- 4- If they live in a small town
- 5- If they live in a tourist place
- 6- Other

Q4. IF Q3=6. What are other factors? OPEN-ENDED

Q5. On a scale from 1 to 5, how important what work a person does is for their success in life, for being able to achieve their dreams and potential? PICK ONE

- 1- Not at all important
- 2- Of little importance
- 3- Moderately important
- 4- Very important
- 5- Absolutely essential

Q5. ASK IF Q5>1. What about the work a person does can make it difficult for them to succeed?
SELECT AL THAT APPLY

- 1- If they are a sex worker, a prostitute
- 2- If they work on a farm or cater for livestock
- 3- If they do dirty work, e.g., dig worms for fishermen
- 4- If they work long hours
- 5- If they have temporary jobs but no stable work
- 6- If they do not own their business but work for others
- 7- If they do heavy or manual job
- 8- If they do jobs that pay very little, e.g., fetch water
- 9- Other

Q6. IF Q5=9. What are other factors? OPEN-ENDED

Q7. On a scale from 1 to 5, how important a person's safety or physical security is for their success in life, for being able to achieve their dreams and potential? PICK ONE

- 1- Not at all important
- 2- Of little importance

- 3- Moderately important
- 4- Very important
- 5- Absolutely essential

Q8. ASK IF Q7>1. What about personal safety or security can make it difficult for a person to succeed?
SELECT AL THAT APPLY

- P. If they are disabled physically or mentally
- Q. If they don't have a home, live in the streets
- R. If they are physically weak and can be attacked
- S. If they live in a neighborhood with high theft, robberies or rape
- T. If they have to be outside for work or personal reasons after dark
- U. If they have poor health
- V. If they cannot afford a doctor or medial insurance
- W. Other

Q9. IF Q8=8. What are other factors? OPEN-ENDED

Figure 32. Question: How important is a place, where a person lives, for their ability to succeed, to reach their potential? (N=801 respondents)

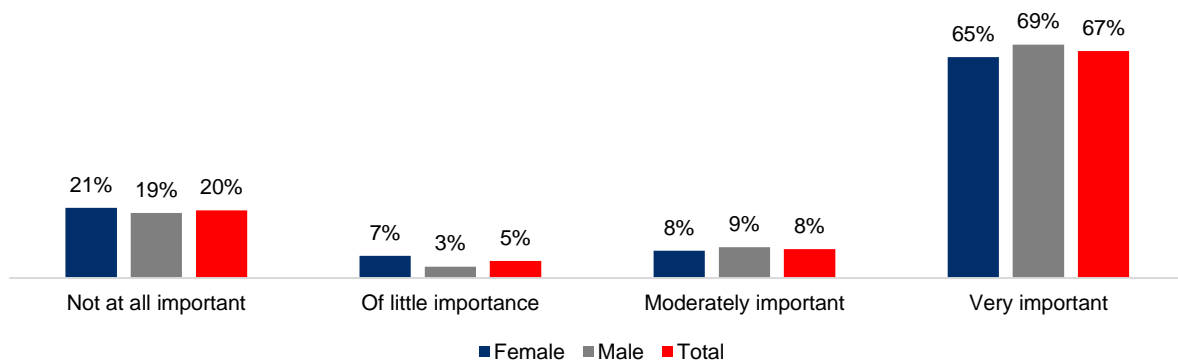


Figure 33. Question: How important are a person's physical safety and personal state for a young person to be successful in life, to achieve their potential? (N=530 respondents)

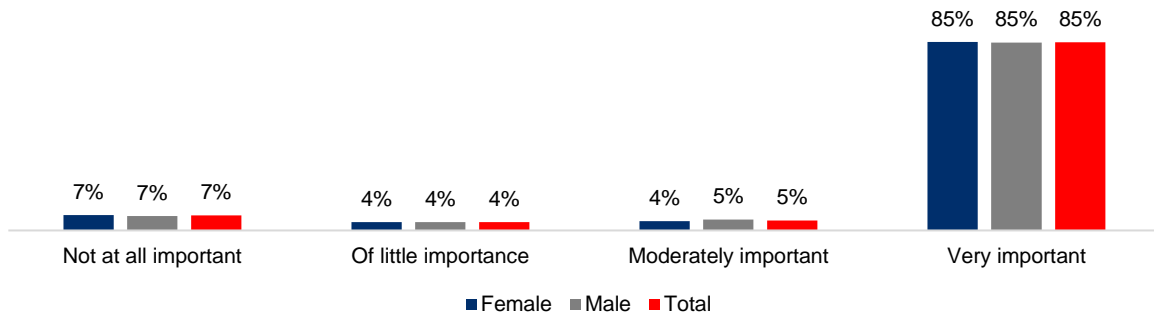
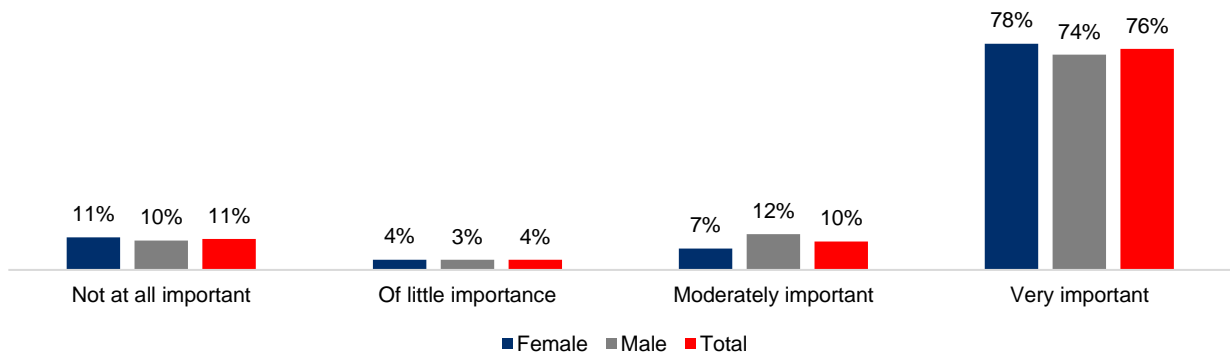


Figure 34. Question: How important is a person's job, the work that they do for a young person to be successful in life, to achieve their potential? (N=657 respondents)



SMS SURVEY #3

Week of June 22, 2020

Q1. Hi, this is DJ B. I just wanted to chat with you about your lives and your communities. I am going to ask you several questions. I will keep all your answers anonymous. Is it ok for me to ask the questions?
Yes/No

Q2. How important a person's mental state (their psychological features) is for their success in life, for being able to achieve their dreams and potential? SELECT ONE

1. Not at all important
2. Of little importance
3. Moderately important
4. Very important

Q3. ASK IF Q2>1. What are the top-three things about somebody's mental state that can make it difficult for a person to succeed? PICK THREE

1. They need to fit in, depend on opinions of others
2. Hopeless, being tired of life
3. Self-doubt, thinking of themselves as a failure
4. Stress and/or depression
5. Responsibility for siblings, children or grandparents
6. Too proud or selfish
7. Too shy or too humble
8. Have no principles, no morals
9. Other

Q4. IF Q3=9. What are other factors? OPEN-ENDED

Q5. How important a person's community, including friends, family and neighbors for their success in life? SELECT ONE

1. Not at all important
2. Of little importance
3. Moderately important
4. Very important

Q6. ASK IF Q2>1. What are the top-three things about somebody's community that can make it difficult for a person to succeed? PICK THREE

1. No family, orphan or widow
2. Single-parent family
3. First-born child
4. Parental neglect or domestic violence
5. No mentors or role models
6. Competition among peers, peer pressure
7. Religious or tribal disputes
8. Mistrust in the community
9. Corruption, nepotism or favoritism
10. No networks or groups for you
11. Other

Q7. IF Q6=10. What are other factors? OPEN-ENDED

Figure 35. Question: How important is a person's community including friends, family and neighbors for their ability to succeed, to reach their potential? (N=1,186 respondents)

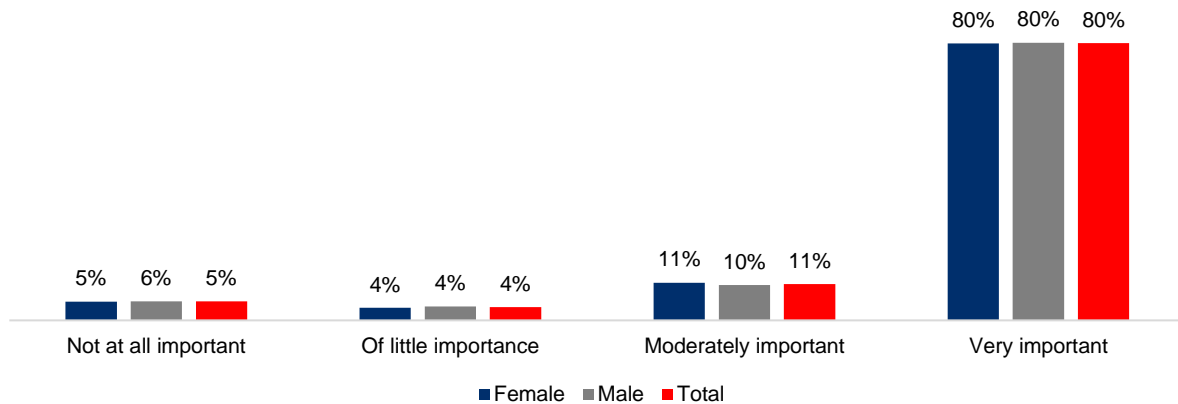
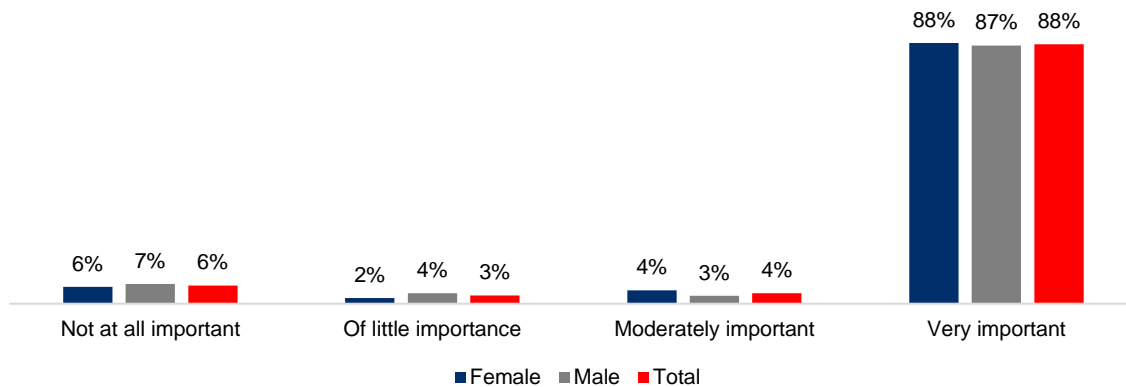


Figure 36. Question: How important is a person's psychological and mental state for a young person to be successful in life, to achieve their potential? (N=1,531 respondents)



SMS SURVEY #4

Week of June 29, 2020

Q1. Hi, this is DJ B. I just wanted to chat with you about your lives and your communities. I am going to ask you several questions. I will keep all your answers anonymous. Is it ok for me to ask the questions? Yes/No

Q2. How important is a young person's educational background for their success in life, for being able to achieve their dreams and potential? SELECT ONE

1. Not at all important
2. Of little importance
3. Moderately important
4. Very important

Q3. ASK IF Q2>1. What are the top-three things about a young person's educational background that can make it difficult for a person to succeed? PICK THREE

1. No schooling at all, illiterate, don't know how to read and/or write
2. Struggle at school because of hunger, fatigue
3. Drop out of school, did not finish school
4. Abused at school by teachers and/or staff
5. Learn theory but not practical skills
6. Learn theory but don't have job experience
7. Get a college degree but can't find a job
8. Don't have the right certificate
9. Other

Q4. IF Q3=9. What are other factors? OPEN-ENDED

Q5. How important are legal factors, or a legal structure for a young person's success in life? SELECT ONE

1. Not at all important
2. Of little importance
3. Moderately important
4. Very important

Q6. ASK IF Q2>1. What are the top-three legal factors that can make it difficult for a young person to succeed? PICK THREE

1. No national ID
2. No business license
3. Refugee or illegal immigrant
4. Youth engaging in crime, joining gangs
5. Youth joining Al-Shabaab
6. Police abuse
7. Any criminal record with CID
8. High fees and taxes for small businesses
9. Other

Q7. IF Q6=10. What are other factors? OPEN-ENDED

Figure 37. Question: How important is a person's educational background for a young person to be successful in life, to achieve their potential? (N=1,275 respondents)

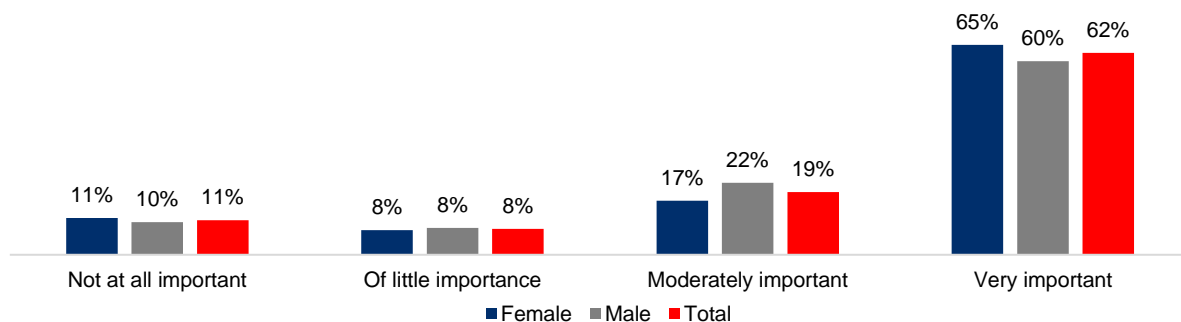
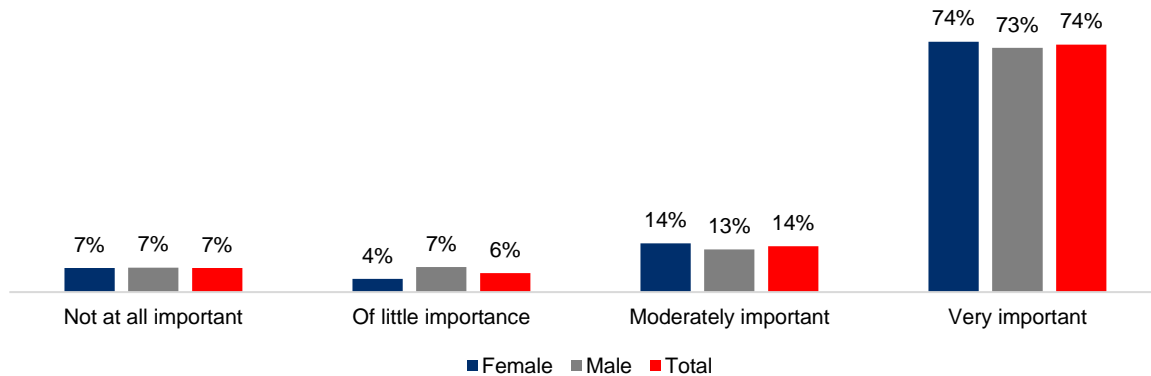


Figure 38. Question: How important is a country's legal structure for a young person to be successful in life, to achieve their potential? (N=1,125 respondents)



SMS SURVEY #5

Week of July 6, 2020

Q1. Hi, this is DJ B. I just wanted to chat with you about your lives and your communities. I am going to ask you several questions. I will keep all your answers anonymous. Is it ok for me to ask the questions? Yes/No

Q2. How important is a young person's personal characteristics (demographic characteristics like age, gender, ethnicity, religion, etc.) for their success in life, for being able to achieve their dreams and potential? SELECT ONE

1. Not at all important
2. Of little importance
3. Moderately important
4. Very important

Q3. ASK IF Q2>1. What are the top-three things about a young person's personal characteristics that can make it difficult for a person to succeed? PICK THREE

1. Gender, if they are a man or a woman
2. Age: if they are too young or too old
3. Their religion
4. Their tribe
5. Their clan or family background
6. If they only have one parent
7. If they are the oldest child in the family
8. Other

Q4. IF Q3=8. What are other factors? OPEN-ENDED

Q5. How important is a young person's financial situation for a young person's success in life? SELECT ONE

1. Not at all important
2. Of little importance
3. Moderately important
4. Very important

Q6. ASK IF Q5>1. What are the top-three factors about a young person's financial situation that can make it difficult for a young person to succeed? PICK THREE

1. No money for food
2. No money for rent
3. No money for school fees
4. No capital to start a business
5. No access to loans
6. No possessions or assets
7. No dignified jobs for young people
8. Other

Q7. IF Q6=8. What are other factors? OPEN-ENDED

Figure 39. Question: How important is a person's financial situation for a young person to be successful in life, to achieve their potential? (N=1,305 respondents)

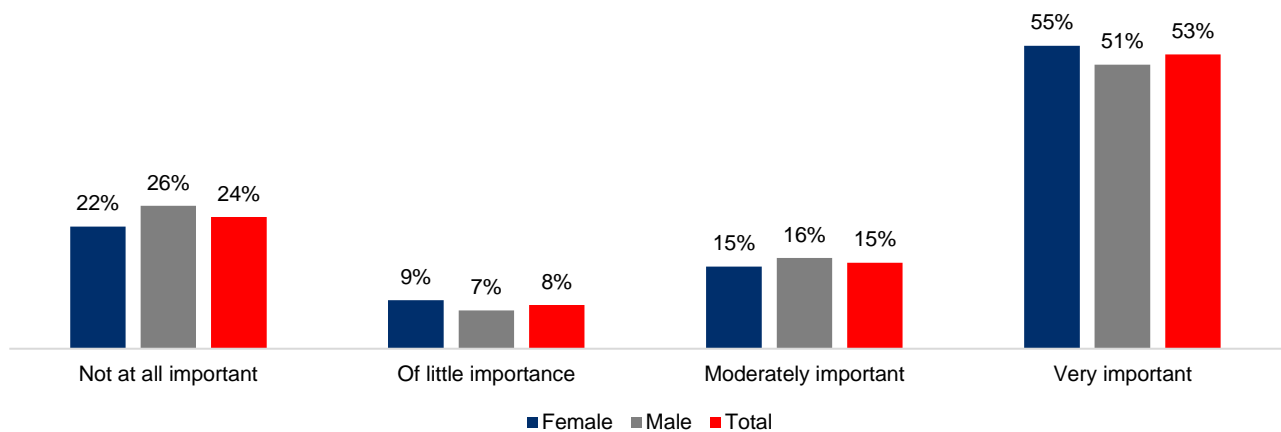
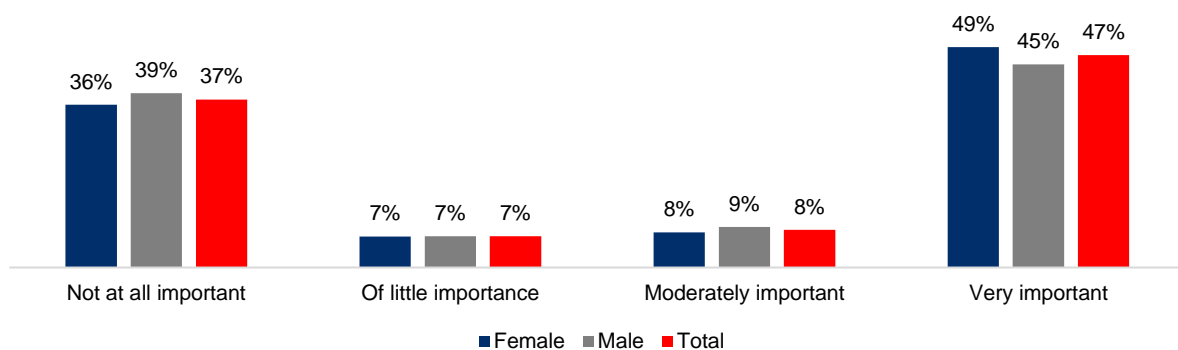


Figure 40. Question: How important is a person's personal characteristics for a young person to be successful in life, to achieve their potential? (N=1,495 respondents)



SMS SURVEY #6

Week of July 13, 2020

Q1. Hi, this is DJ B. I just wanted to chat with you about your lives and your communities. I am going to ask you several questions. I will keep all your answers anonymous. Is it ok for me to ask the questions? Yes/No

Q2. How important is a young person's internet use and behavior online for their success in life, for being able to achieve their dreams and potential? SELECT ONE

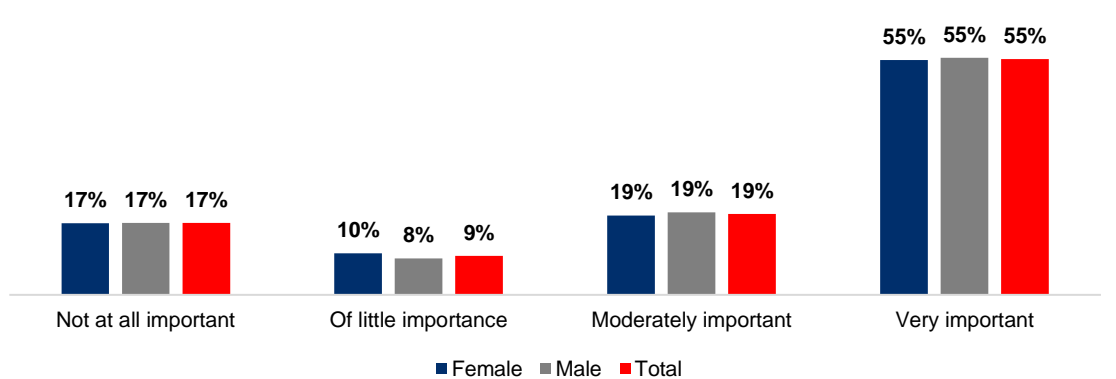
1. Not at all important
2. Of little importance
3. Moderately important
4. Very important

Q3. ASK IF Q2>1. What are the top-three things about a young person's internet use and online behavior that can make it difficult for a person to succeed? PICK THREE

1. If they have a small group of friends/followers on their social media
2. If they post boring content
3. If they post explicit sexual content
4. If they are on 1-2 social media platforms
5. If they are on 3-4 many social media platforms
6. If they are on 5 or more social media platforms
7. If they have too many followers
8. If they do not screen their followers
9. Other

Q4. IF Q3=9. What are other factors? OPEN-ENDED

Figure 41. Question: How important is a person's internet use and behavior online for a young person to be successful in life, to achieve their potential? (N=1,465 respondents)

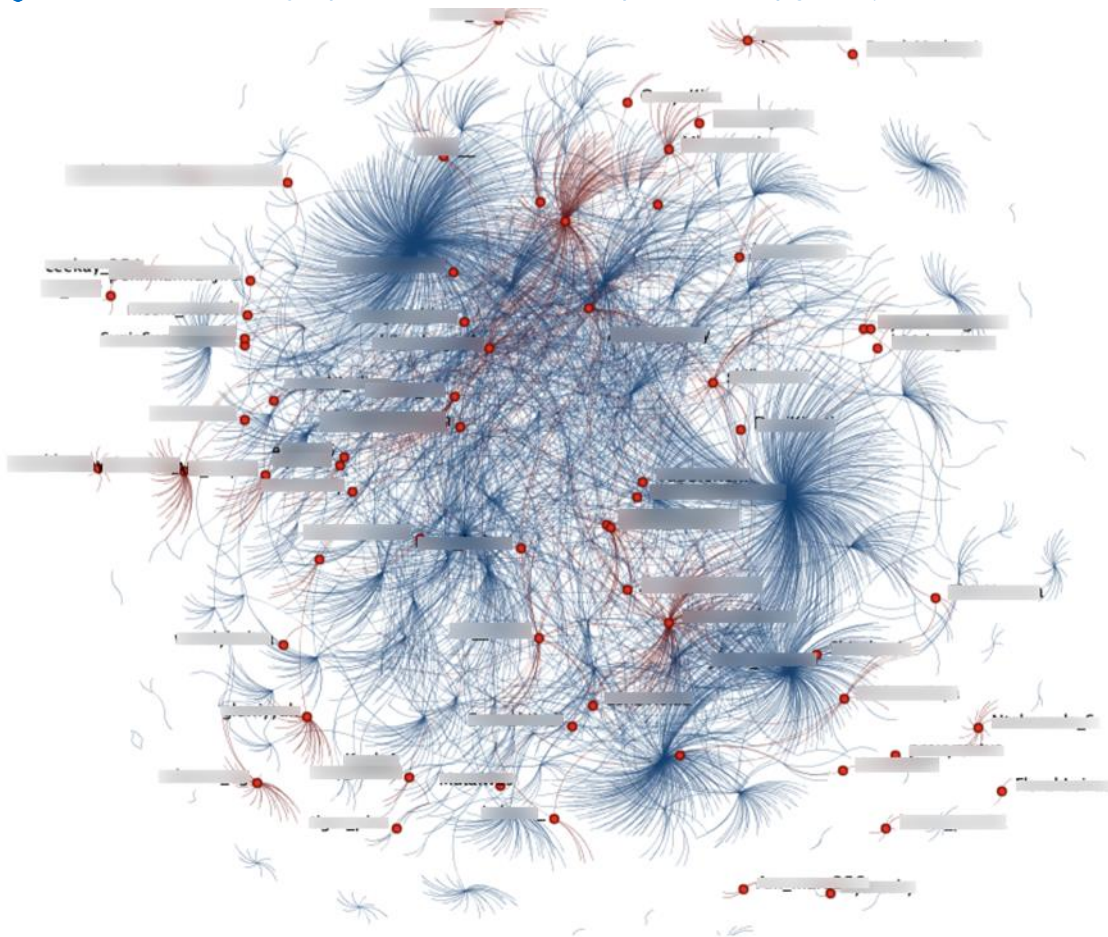


ANNEX IV: ANALYSIS OF SOCIAL MEDIA

As part of the GroundTruth fieldwork, the Shujaaz team analyzed daily conversations among Shujaaz media fans on the Shujaaz social media and SMS platforms. SMS conversations were initiated by Shujaaz fans, while social media conversations were moderated by the Shujaaz team members via planned posts, live events and other social-media tools in alignment with the topics important for the CSYA and issues “trending” among the target audience for this study. The audience for the conversations consisted of Shujaaz digital fans ages 15-24.

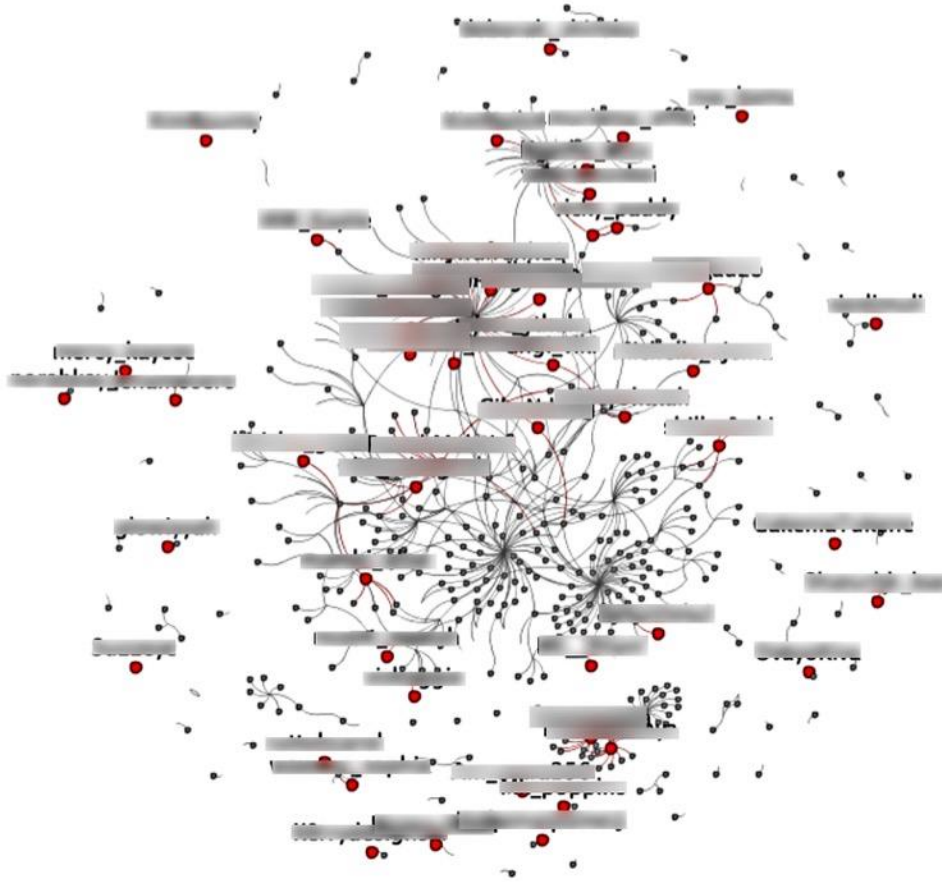
Figure 422 includes gender classified tweets (about ~50,000 tweets collected from the “seed account” composed of followers of DJ Boyie). Names have been covered to protect identities.

Figure 42. Conversations of DJ Boyie Twitter followers on money and income by gender (blue=male and red=female).



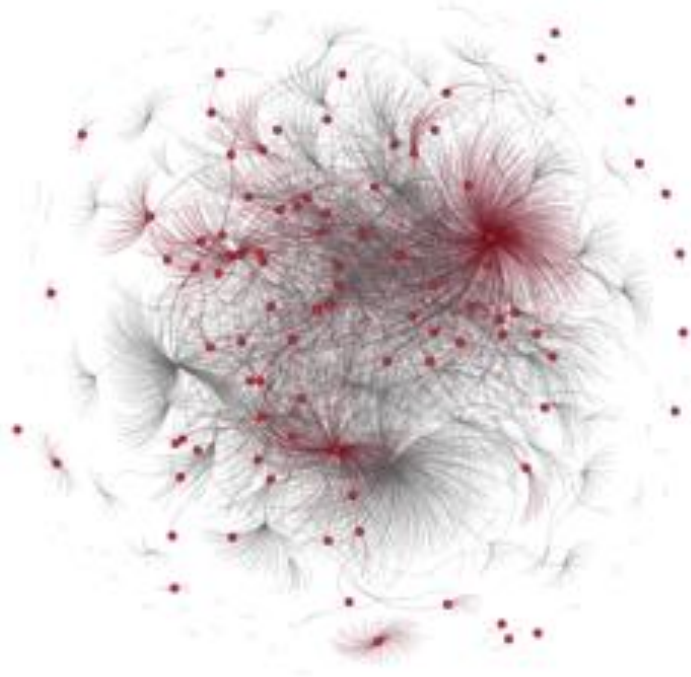
The same trend also applied to the tweets, which talked specifically about “hustle”. Here (Figure 433) the numbers were a lot smaller around ~1,000 tweets total because not all the tweets were by individuals that had been classified (15,000 Twitter accounts of DJ Boyie’s followers classified so far by age and gender and they produced about 1,000 tweets on money, income and hustle). Names have been covered to protect identities.

Figure 43. Conversations of DJ Boyie Twitter followers on “hustles” by gender (grey=male and red=female)



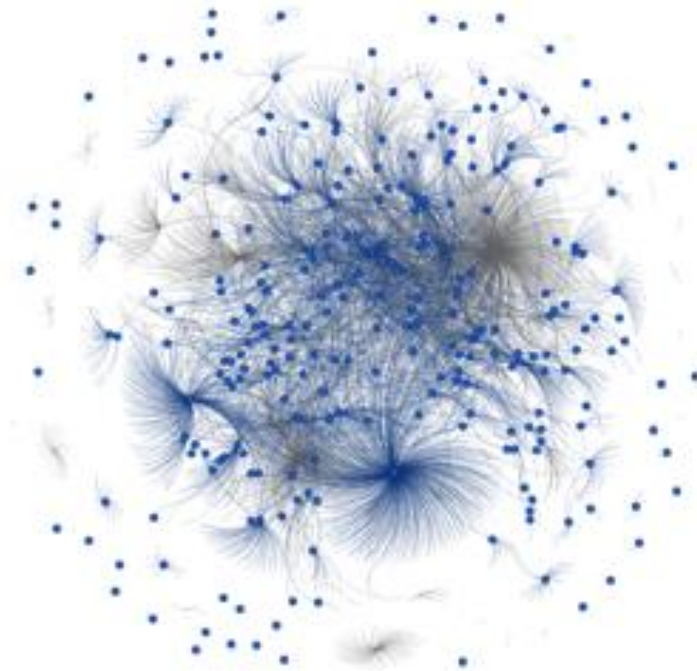
When disaggregating conversations by age, we see more conversations about money, income and hustles among youth 18-29 years compared with those under 18 years.

Figure 44. Conversations of DJ Boyie Twitter followers on money, income and “hustles” youth under 18



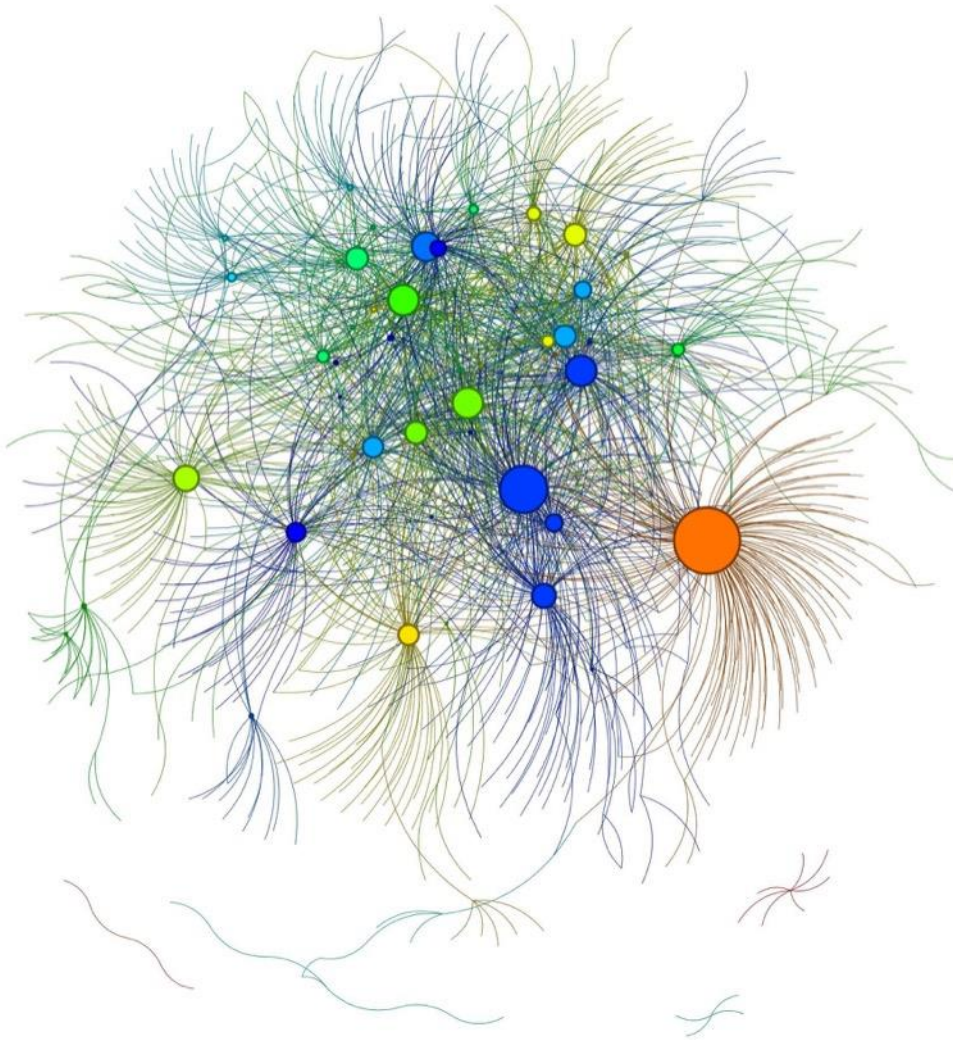
generated by GMA

Figure 45. Conversations of DJ Boyie Twitter followers on money, income and “hustles” youth 18-29



generated by GMA

Figure 46. Network of Twitter conversations described as “transactional flirting” with nodes proportionate to their centrality/influence in the network.



ANNEX V: YOUTH-LED DESIGN THINKING SESSIONS

Participants and Recruitment

Shujaaz engaged youth in the facilitation of designing thinking sessions that generate solutions to key issue areas identified through the YouthPower Learning desk review and the GroundTruth study. Shujaaz leveraged youth networks—the network of Shujaaz fans, YALI and Youth Bunges—to convene a cross-section of youth virtually for the Design Thinking sessions. As agreed with USAID/KEA and Youth Power Learning team, the moderators and participants of the sessions were as follows:

Session Moderators and notetakers:

| | YALI leaders | | Bunge Leaders | |
|--------------|--------------|------|---------------|------|
| | Female | Male | Female | Male |
| Any location | 3 | 2 | 2 | 3 |

All moderators were:

- 18-35 years old
- Advanced users of the internet
- Familiar with public speaking and mobilizing groups of people
- Available for three 4-hour sessions: training, practice and 1 Design Thinking session

All participants were:

- 18-35 years old
- Familiar with the internet
- Demonstrating basic literacy and numeracy
- Available for 1 session lasting 3-4 hours

Table 9. Demographics of Design Thinking session participants

| Site | Female 18-22 | | Male 18-22 | | 23-26 | | | | Total |
|----------|--------------|-------|------------|-------|--------------|--------------|------------|------------|-------|
| | Urban | Rural | Urban | Rural | Female Urban | Female Rural | Male Urban | Male Rural | |
| Nairobi | 1 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 7 |
| Mombasa | 2 | 0 | 0 | 0 | 2 | 0 | 4 | 0 | 8 |
| Kakamega | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 6 | 11 |
| Isiolo | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 4 | 8 |
| Homa Bay | 0 | 2 | 0 | 3 | 0 | 1 | 0 | 1 | 7 |
| Total | 3 | 6 | 2 | 3 | 4 | 6 | 6 | 11 | 41 |

Approach

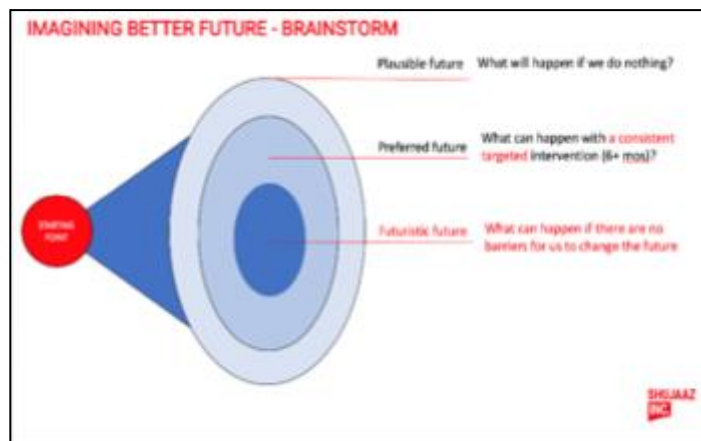
Each Design Thinking session consisted of 7 parts:

Part I: Setting the mood

This part aimed at setting the stage for the entire section by allowing the participants to introduce themselves, learn about the goals of the session, jointly set the house rules and prepare for the activities. There was a short ice-breaker at the beginning of this part and an overview of the agenda for the session. The participants were reminded that their participation was voluntary, and that the conversation at the session and their identities would be kept confidential. The moderators confirmed the consent to participate and consent for recording of the session.

Part II: Context immersion

During this part of the session, moderators reviewed with the participants the context of youth lives in the county, where the participants are from, based on the findings of the GroundTruth study. Moderators facilitated a brief discussion to see if the findings resonated with the participants and identified if any important details were missing or needed to be corrected.



Part III: Discussion of the future scenarios for youth in Kenya

During this part, the participants engaged in an interactive activity either using MIRO website working with the shared moderator's screen. The moderator guided the participants through a discussion of three future scenarios: plausible future (where things stay the same for youth or get worse), preferred future (with some improvements), and futuristic future (the ideal scenario). Young people were encouraged to think freely and be creative, when imagining how they would want their life to be.

IMAGINING BETTER FUTURE - BRAINSTORM (CONT.)

| PLAUSIBLE FUTURE | PREFERRED FUTURE | FUTURISTIC FUTURE |
|------------------|------------------|-------------------|
| | | |

Part IV: Challenges and solutions

During this activity, participants were introduced to the emerging definition of “vulnerability” from the perspective of young people based on the GroundTruth findings. After a short discussion of the

PHYSICAL VULNERABILITY

| | |
|-----------------------|---|
| EXAMPLES? | <ul style="list-style-type: none"> • People with physical disabilities • People with health problems, who are physically weak, cannot do some activities • Street children, homeless people • People in abusive homes • People living in extreme poverty, “on water” |
| WHO ELSE IS INVOLVED? | <ul style="list-style-type: none"> • Family • Police • Healthcare system • Random people in the community, who have an intention to harm them |

Let's talk solutions!

- 1.
- 2.
- 3.
- 4.

concept, participants were presented with the layers of vulnerability that emerged from primary data collection. For each layer, participants were given a brief overview and then will work in two small groups (4 participants + 1 moderator) to come up with 1-2 solutions for this particular vulnerability. After a 5-minute discussion, the participants were joined into one group again to present their solution(s).

Part V: Setting the priorities

In a brief discussion, the participants discussed how youth-focused solutions should be prioritized, i.e., which layers of vulnerability should be addressed immediately, which areas could be addressed later, directly or indirectly, etc.

WHERE DO WE FOCUS NOW? WHAT DO WE KEEP FOR LATER?



Part VI: Finding the right path and the right voice to deliver solutions to youth

In this section of the session, the participants discussed: Who are the people/organizations that hold the resources necessary for their segment of vulnerable youth, what the best approach would be to engage the resource holders, what were potential ways of creating an environment for effective collaboration between resource-holders and vulnerable youth, and how the opportunities of such

REACHING YOUTH IS NOT HARD, RIGHT?



collaborative engagement could be presented to young people and resource holders to motivate them, what were the channels and voices to use to communicate the solutions to young people.

Part VII: Wrap up

The group had a final guided discussion of the outcomes of the entire session. Moderators thanked the group and offer highlights on the next steps of the project.

REACHING YOUTH IS NOT HARD, RIGHT?

| WHAT? | WHY? | HOW? APPROACHES | HOW? PARTNERS |
|-------|------|-----------------|---------------|
| | | | |
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| | | | |
| | | | |

Facilitators and note takers training

Five facilitators and 5 note takers were trained in one group to learn about the goals, participants, the flow and expected outcomes of the sessions. The moderators had an opportunity to practice with each other in a Pilot group.

Data Processing, Analysis & Reporting

The qualitative data from each session came in a form of transcripts of the discussions, moderator notes and any follow up messages, questions, suggestions and other additions from the participants after the session. All discussion materials were translated into English and analyzed to establish common themes on vulnerable youth segments and product/services necessary to support them.

Logistics

We used a combination of Miro/Mural and Zoom to conduct the sessions. The participants with no access to the internet/smartphones were accommodated by members of the Shujaaz SuperFan network, who owned or managed cyber cafes in selected areas, no more than 4 participants in each cyber café.

Ethical Considerations

Each participant was informed that their participation was voluntary, and they could end their participation at any time or skip any questions they did not wish to answer. All participants were asked to maintain group confidentiality and were informed that information shared during the group should not be shared with anyone outside of the discussion. Informed verbal consent was obtained from each participant prior to the session after a consent script was read to him or her. No identifying information was collected from any participant and data collected were not be linked to individual participants.

Detailed Solutions and Pathways

Below are the detailed findings from youth-led Design Thinking session starting with potential solutions to the vulnerabilities that emerged from the GroundTruth activities. Tables 9Table 177 summarize common solutions and solutions that were unique across session locations (county) for each vulnerability. Table 18 summarizes youth-recommended pathways for reaching young people.

- With the exception of solutions on social vulnerabilities, Design Thinking session (DTS) participants from different locations generally had at least one solution they all agreed on plus unique solutions that were specific to the circumstances in their location. It is possible that there was no common solution for social vulnerability because family and community dynamics in the selected locations are very different and require unique/tailored approach.

- There was a strong emphasis among youth on educational programs, i.e., programs aimed at raising awareness among youth and their communities on youth challenges, their rights, the importance of youth representation, on gender quality, on the value of education, etc. It appears that young people believe that part of the reason for their vulnerabilities is limited knowledge among communities on youth as well as among youth on their rights and responsibilities, as well as on different life skills and knowledge (e.g., financial literacy and sexual education).
- Another common theme among solutions was peer-to-peer support and counselling as well as group/teamwork. In other words, it appears that young people believe that closer, informed and meaningful engagements among themselves as well as pulling together resources (financial and social) can resolve at least some of the vulnerabilities that are common among young people in the same communities.
- The third common solution was to encourage mentorship among young people and adults who have reached a certain level of success and can share their experiences with young people. Similar to mentorship, for educational vulnerability young people highlighted the importance of career counselling, which is also a type of mentoring and guiding.
- It is important to note that despite disgruntlement with the way the government and government institutions (e.g., police) are relating to young people, youth still see the value in working with both to reduce their vulnerabilities – through youth representation in key government committees, through working with the government to inform policies and with the police to improve security in neighborhood, etc.
- In several vulnerability areas, young people mentioned that it is important for them to have opportunities to develop their creative talents (singing, dancing, playing sports, etc.) and to be able to at least try to earn money through their talents and passion. This is a recurring theme among Kenyan youth, which is partially influenced by the success stories of Kenyan celebrities.
- Overall, it appears young people believe that with the right information and the right support from mentors, they can organize into groups and address many of the reported vulnerabilities together even in the current context. However, if the government puts in place youth-friendly financial and regulatory structures, this will help further advance youth own efforts to establish financial and social stability.

*NB: Young people in DST did not explore legal and digital vulnerabilities; the first one due to the shortage of time and the second one because it was only discovered in the Big Data Analysis exercise.

Table 10. Physical Vulnerability

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|--|---|--|---|---|--|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| Programs informing young people living with disabilities about their rights | Programs educating young people on gender quality | Give homeless people special ID, so they can get priority placement, when there are vacancies and job openings | Provide young people with free or subsidized assistive technology | Support systems for people living with disabilities | Shift perceptions of PWDs, call them "differently abled" to reduce their marginalization, change policies addressing issues of PWDs |
| Programs informing young people about their rights in case of exposure to physical abuse | Community groups/meetups to discuss cases of abuse and other type of misconduct against youth | Offer counseling to youth living with disabilities to increase their self esteem | Develop water projects to help those the physically vulnerable in rural areas to engage in agricultural projects | Ensure representation of physically vulnerable people in the decision making/governance | Conduct sensitization/campaigns led by young people with physical disabilities. Campaigns should sensitize those that are not PWDs what it's like to be marginalized |
| Mentorship programs | | Organize support groups/networks for youth living with physical disabilities | Offer technical and vocational training to people living with disabilities to promote entrepreneurship in agriculture | Implement AGPO and other government directives | Counselling programs for people facing domestic violence-counselling should be empathetic other than sympathetic |
| | | | Offer special loans to support businesses of physically vulnerable people | | Conduct public patrols - community members and the police - in areas with high crime rates. High deployment of police should focus on such areas |

Table 11. Financial Vulnerability

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|---|--|--|---|---|---|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| Financial literacy programs as part of school and college education | Help young people better understand their financial status | Establish soft loans for youth business startups | Include information on micro loans and entrepreneurship skills in financial literacy programs | Inform youth of and help them access small projects e.g. growing vegetables, rearing chickens | Government needs to invest more in developing tertiary institutions to enable youth empowerment through education |
| Programs to offer young people youth-friendly loans, including group loans Use the programs to increase awareness/understanding of borrowing | Strengthen youth social networks by adding meaningful mentorship and encouraging sharing ideas and opportunities | Help youth organize into groups to access government loans | Create meaningful youth networks to help them access youth funds and mentors | Youth to organize VSLA – put together their resources to start a business as a group | Develop policies favorable to youth start ups |
| Mentorship and apprenticeship programs by business sector | Encourage savings culture among youth by encouraging small savings | Create programs to increase youth (18-23) awareness and understanding government loans | Create an environment in which youth can create business based on their talent (e.g., dancing, singing, DJ, etc.) | | Digital loan platforms to also help with starting businesses, e.g., Mazao |
| Help young people organize chamas or other type of groups for savings, loan and financial education | Help chamas to grow, so they can take loans from banks | Organize exhibitions to showcase successful youth businesses | | | Low interest rates on bank loans for youth start ups |

Table 12. Educational Vulnerability

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|---|---|---|--|--|--|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| Offer more opportunities for technical and vocational training | White collar jobs might not be available to youth – instead focus on developing youth talents | Devolve village polytechnics, i.e., establish more branches, to increase youth access | Actively promote literacy among parents and youth | Regulate labor market to ensure alignment with education and opportunities for youth | Change educational system to enable to discover and nurture talents |
| Offer more scholarships and bursaries to assist vulnerable young people | Offer sponsorships to youth in education | | Provide free sanitary pads to girls to improve their performance and reduce the risk of dropping out | | Explain to young people that education does not guarantee jobs and they should create jobs for themselves |
| Career counseling at school or through mentorship | | | Develop mentorship programs i.e. home-grown mentors (Sharing success journey) | | Introduce comprehensive sexual education, so that young girls do not get pregnant |
| Introduce programs to raise awareness of the value of education among parents and youth | | | | | Create awareness among young mothers on the value of education, encourage them to complete education after giving birth, shift norms around young mothers/reduce communal stigma |

Table 13. Social Vulnerability

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|------------------|--|---|---|---|---|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| None | Molding of a person and his/her values should be handled at home; institutions (e.g., school) should further educate youth through group meetings and youth helping each other | Group orphans/widows into support groups so that youth can advocate for them | Educate communities on different religions, teach tolerance and the need to respect other religions | Youths groups to engage in talent search and avoid idleness | Children to be enrolled in programs providing free HIV/AIDS medications |
| | Organize cultural activities, mtaani (neighborhood) groups | Engage parents and community leaders in discussion on youth issues | Introduce comprehensive sex education and life skills training in schools | The government to support young talents | Encourage zero stigmatization (acceptance those that have got the virus and disclosure to a trusted colleagues/friend) |
| | Have meets ups and educational sessions for the youths | Form groups in Mombasa to spearhead inter-religious dialogue to support youth | Organize community fundraising events to help vulnerable youth cover their necessities | Peer-to-peer role model initiatives locally and nationally | Offer psychosocial support - to all groups under social vulnerability. Do visits to widows and orphans |
| | Organize public/community concerts, educate young people on talent development | | Offer counseling to vulnerable youth to help them accept themselves and learn about healthy living | Encourage cultural integration and learning | Educate on gender equality --parents give their children equal opportunities regardless their sex |
| | | | | | Celebrate efforts people and religious groups do to protect vulnerable – support orphans and widows, child fostering and adoption |
| | | | | | Offer civic education to encourage family connections, gatherings |

Table 14. Locational Vulnerability

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|---|---|---|---|---|--|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| Establish exchange program through which young people from different locations can visit each other's homes and better understand each other's background | Cultural exchange through meetings, sports, social media platforms, and at schools bringing together ghetto youth and wealthy youth | Eradicate tribalism through team sports | Partner with media agencies to talk about different locations/tribes and improve people's perceptions of them | Establish youth representation in community stakeholders' meetings/barazas | Create job /employment opportunities in rural areas to reduce rural-to-urban migration, e.g., build an enterprise in rural area that will employ youth |
| Create awareness to respect people's diversity and culture | Teach how to embrace and appreciate own locality and tribe | Legalize youth groups to make them in good standing with government and help them benefit from funding and project opportunities (e.g., AGPO or Youth Fund) | Devolve talent empowerment projects to localities | Establish umbrella youth association where each tribe will be represented by a young person | Speed up electrification in rural areas so young people in rural areas can create more jobs |
| Encourage youth groups to do clean up within their areas to improve their environment, create awareness of cleanliness | Raise awareness in the community that youth from slums are not criminals but hardworking youth | | Conduct regular local cultural exchange activities (for different tribes and religions) | Create community youth networks | Make it easier to reach rural areas – make better roads |
| | | | | Enable youth to work in all parts of the country irrespective of where they come from | |

Table 15.Occupational Vulnerability

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|---|---|--|---|---|--|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| Educate youth on labor rights | Encourage creation of youth workers unions (e.g., boda boda operators, house helps) to address issues of fair compensation and rights | Encourage youth to report harassment to relevant authorities, government to revoke licenses for employers harassing employees | Develop a reporting mechanism, which can be used for youth to report on their rights violations and where to follow up on various work-related issues | Encourage creation of youth-owned and youth-led organizations | Educate vulnerable workers (e.g., house help and those in bars) on their rights as current sensitization has not reached majority of the workers in those jobs |
| Encourage creation of professional youth organizations and associations | Increase awareness of importance of medical insurance, e.g., NHIF | Encourage youth to join credible associations in their workplaces, which can report their grievances and negotiate on their behalf | Engage organizations like NHIF to inspect workplaces | Educate young people on their responsibilities in the workplace | Run campaigns normalizing blue collar jobs, explaining the value of such jobs |
| | | Advocate for all workplaces to have Human Resource representatives | Encourage youth to follow their passion when engaging in an occupation to improve their working experience | Create regulations/laws to reduce violence against youth | Ensure youth representation and hear youth voices in formal and informal meetings |
| | | Have regular meeting with various youth employment/labor stakeholders to address emerging issues | | | |

Table 16. Psychological Vulnerability

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|---|--|--|---|--|--|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| Train peer counselors, establish peer-to-peer counseling | Encourage youth to engage in activities such as sports and dancing to keep busy and avoid idleness | Provide spiritual guidance for healthy relationship with creator and hope for the future | Build or allocate for youth recreational facilities, where they can play, interact, and share ideas | Establish a network of community social workers to offer counsel and guidance to youth | Government health centers need to bring expert therapists to youth centers |
| Establish psychological support centers for youth | Link young people to mentors who can guide them | Offer youth life skills training to help build their identity and self-acceptance | Organize seminars and invite psychologists to help youth overcome depression and drug abuse | Provide support to youth groups | |
| Establish open forums, town hall meetings where youths can share their struggles | Showcase role models on social media platforms | | Sensitize family members on family inclusivity and help them support vulnerable family members by raising their self-esteem | Establish recreational support groups and make them accessible | |
| Teach parents not to pressure their children to start earning income or to overachieve, give youth time to grow | | | | Have a network of reachable counsellors | |

Table 17. Demographic Vulnerability

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|---|--|---|---|---|---|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| Create a range of awareness programs to talk to young people and the communities about the roles of demographic subgroups in the communities, e.g., what value youth bring to the table (innovation, creativity), equal importance of all children in the family, on the fact that women can do well jobs that are traditionally considered male jobs, etc. | Use social media to highlight cases of discrimination and get the attention of the right authorities through proper @tagging | Government should include youth in vetting committees for IDs | Increase gender rights awareness, Encourage family values, Offer economic support to single parents | Youth groups to help purchase and distribute sanitary pads to help girls maintain their dignity | Making soft skills training and courses widely available to young people, including through vocational training centers |
| Report cases of violence, including sexual harassment | Encourage youth to do community projects and to seek recognition and positive attention to be known as a community asset | Offer citizens' rights awareness education to inform vulnerable persons of their rights | Punish government officials who discriminate against youth upon issuance of IDs based on religion or political background | Showcase community role models | Educate communities on single parenthood because single parents can be both men and women |
| Educate communities on gender equality | Establish institutions and mechanisms to report cases of discrimination and violence | Design support programs to help the vulnerable | Police to provide security to people in areas prone to insecurity especially on long distance buses | | |
| | | Form support groups and link them to wider human rights organizations | | | |

Table 18. Pathways

| COMMON SOLUTIONS | UNIQUE SOLUTIONS | | | | |
|--|---|-------------------|--|--|--|
| | NAIROBI | MOMBASA | ISIOLO | KAKAMEGA | HOMABAY |
| Social Media (Facebook, YouTube, Twitter) | Cleaning exercises | Shujaaz magazines | WhatsApp groups e.g. Isiolo TV, Isiolo Youth Leaders Forum | Public forums | Vocational centers |
| Social Media influencers, celebrities | Youth leaders | | Seminars | Ministry of gender and social services | Boda Boda SACCOs |
| WhatsApp | Concerts in church | | Posters | | Posters and banners |
| Radio | Seminars & camping | | Local Celebs such as Wisdom Kizito, Turkana Boy | | Road shows or rallies |
| Youth representative in sub counties | One to one, reaching youths directly | | SMS blasts | | Youth tournaments and competitions, sports and otherwise |
| Youth organizations, such as Youth bungalows, Mulembe social economic for training | Community dialogue in community halls | | Local media e.g. Isiolo TV, Baliti FM Shahidi, Angaf radio | | |
| Sports events and concerts | Magazines that are free will reach youth | | | | |
| Special activities for youth: football or other sports | Most popular radio stations (e.g., Home Boyz) | | | | |

ANNEX VI: YOUTH PERSONAS


SEGMENT 1

MEET PETER

HE IS 20 YEARS OLD. THE FIRST-BORN BOY IN A RURAL SINGLE-PARENT HOUSEHOLD.

HE WAS BORN IN RURAL KAKAMEGA. RAISED BY RELATIVES WHO HE WORKED FOR IN RETURN FOR FOOD & LODGING.

HE MOVED TO THE CITY LOOKING FOR OPPORTUNITIES. RECRUITED BY A GANG AND BECAME INVOLVED IN DRUG-TRAFFICKING & CRIME.




SEGMENT 2

MEET WISDOM

SHE IS 18 YEARS OLD. SECOND-BORN GIRL FROM A SINGLE PARENT FAMILY.

SHE WAS BORN IN RURAL KAKAMEGA. MOVED TO URBAN MOMBASA.

SHE WAS MARRIED OFF AS A TEENAGER INTO A POLYGAMOUS HOME.



Wisdom is one of 6 kids from a single-mother household. She never met her father and barely knew her mother who worked all day and cooked food at night to provide for her children. Wisdom was taken care of by her brother **Peter**, 2 years older than her. When Peter turned 12, his mother sent him to live on their uncle's farm, where he worked in return for food and a place to sleep. He was given a scholarship to go to school because of his good grades which delighted Peter since his uncle did not want to pay his school fees. Peter worried about Wisdom & would occasionally call her to check on her & encourage her to finish school and go to college.

Wisdom was doing well in school and was looking forward to going to college. But when she turned 14, a man came to the house with 2 cows. He gave the cows to her mother, who was happy to have milk for the younger kids, and in return she gave the man her daughter Wisdom to be his wife. Wisdom was taken by her 'husband' to his house, where he lived with his mother and his first wife and their two small kids. Wisdom had to do all house chores, take care of the kids and the grandmother; she also took care of the kitchen garden, the chickens and five cows. The work was hard, and she was desperately sad to have had to drop out of school, but she was grateful to have three meals every day.

Life for Peter was also tough. He ran away from his uncle and went to Mombasa to look for a job. He planned to bring Wisdom to live with him when he had got his life on track, but he had very little money, not even enough to pay for his mobile phone. He was squatting in an abandoned house on the beach. One day some people approached him and asked him to carry drugs across from Somalia, but he refused. When he told Wisdom this story, she wasn't convinced he was telling her the truth - but she was too tired from her work to talk for long and she didn't question him.

Wisdom started her period when she was 15, and her husband's first wife taught her how to use pads, although the money was not always there to buy them. They kept her period a secret, so nobody knew about it, especially not her husband. In time, Wisdom asked her husband if she

could find a small job to help the family with their financial burdens. The husband was pleased & told her to sell some of the kitchen garden produce. At first, Wisdom was very shy and it was difficult for her to stand by the roadside and sell. But she saw other girls being loud and flirty with passing drivers, and they were selling a lot. So, she did the same. She started making money & hiding small amounts from her husband. She planned to save up enough for a ticket to Mombasa to go and live with Peter. She was worried about him as he had stopped calling her.

One day as she was selling vegetables on the side of the road, a car stopped & an older man bought all her produce and gave her a bit of extra money. He came back several other times and bought all her produce. He said she reminded him of his daughter, who died from an unsafe abortion after her boyfriend left her. Thanks to the support of this man, Wisdom was able to save about KES3,000 (about \$30) in 6 months.

One morning Wisdom left the house as usual, as if going to sell her produce. But instead she got on a matatu and went to Mombasa to find her beloved brother Peter. Like Peter, Wisdom was forced to squat in a beach house while looking for a job and trying to find Peter. Her money was running out quickly, so she started collecting shells on the beach and making small bracelets to sell to the tourists. While on the beach, she met a lady who asked her about her life. When Wisdom told her how she used to take care of children and a grandmother, the lady took her in to take care of her old grandmother.

This lady also introduced Wisdom to a chama, so that she could save for her future. However, the chama ladies did not want her as she didn't have an ID or a birth certificate – it was as if she didn't really exist.

Wisdom eventually learned that her brother had agreed to traffic drugs for the gang, and in doing so he had become addicted to the drugs and ended up spending all the money he earned on drugs. No one had seen Peter for a long time, and when Wisdom spoke to someone who had known him, they said they thought he might have gone with the drug traffickers to Somalia.

The grandma, who Wisdom was looking after, taught her how to sew, and she started making small garments decorated with shells and selling them on Facebook. The grandma also talked to her about how to look after clients to ensure their loyalty, how to sell for profit and how to manage her money.

When the grandma died, she left Wisdom a little bit of money, which she used to open a small tailoring shop in the market at the beach. There Wisdom met two other girls – Ruth, who was making masai sandals, and Magdalen, who braided hair. Both of the girls had come to Mombasa from rural Kenya and, like Wisdom, were very lonely.

Together the three girls agreed to introduce their customers to each other to support their businesses - so if a lady bought a dress from Wisdom, she would also offer her Ruth's shoes and bring her to Magdalen to get her hair done.

The three girls looked after each other, helping their businesses to thrive but also offering love and comfort in the difficult times. And while Wisdom had lost her brother, she felt she had gained two sisters.

| SEGMENT NAME | VUNERABILITIES | YOUTH-DESIGNED SOLUTIONS |
|--------------|---|--|
| PETER | <p><u>Social:</u> Children in a single-parent household tend to have weaker social networks, limited meaningful connections</p> <p><u>Financial:</u> Children in a single-parent household, especially in rural areas, are more likely to be raised by relatives and/or be encouraged to start earning money at an early age and live independently</p> <p><u>Educational:</u> Children raised by relatives often complete primary education only or less</p> <p><u>Legal:</u> Poor parents are more likely to not receive a birth certificate for their children, which would make it difficult for children to get a National ID, when they reach 18.</p> <p><u>Locational:</u> In Isiolo and Mombasa young people are recruited by criminal and violent extremist groups, i.e., criminal gangs, drug traffickers, and Al-Shabaab</p> <p><u>Physical:</u> Homeless people are more likely to be a subject to physical harm from weather, unclean water and food, poor environmental conditions, police and gang violence</p> <p><u>Psychological:</u> Loneliness, stress</p> | <p><u>Social:</u> Youth/peer support groups and networks can help young people come together and encourage/empower each other during difficult times</p> <p><u>Social:</u> Role models, successful young people, should be in the committees developing youth-focused activities at sub-county levels</p> <p><u>Educational:</u> Youth require vocational and skill training, e.g., tailoring, plumbing, barbering, bakery, carpentry etc.</p> <p><u>Educational:</u> Youth forums can help young people educate their parents/caregivers on the importance of education and mentorship</p> <p><u>Legal:</u> Parents/caregivers need to be educated on the value of birth certificates and National ID through via awareness campaigns</p> <p><u>Physical:</u> It might be good to give special ID card to homeless young people so that they are given preferential treatment when applying for jobs</p> <p><u>Psychological:</u> For young people dealing with stress and depressions it would be helpful to organize town hall meetings to share their challenges with other youth, and introduce peer to peer and counseling sessions</p> |

| SEGMENT NAME | VUNERABILITIES | YOUTH-DESIGNED SOLUTIONS |
|--------------|---|---|
| WISDOM | <p><u>Social:</u> Children in a single-parent household tend to have weaker social networks, limited meaningful connections</p> <p><u>Financial:</u> Children in a single-parent household, especially in rural areas, are more likely to be married off early</p> <p><u>Financial:</u> Lack of access to start-up capital and safe savings options are key barriers to young people starting and sustaining micro enterprises and planning for the future</p> <p><u>Financial:</u> Limited access to sanitary pads for girls leads to challenges with education and transactional sex/relationships</p> <p><u>Educational:</u> Teenage marriages and teenage pregnancies lead to girls dropping out of school</p> <p><u>Legal:</u> Poor parents are more likely to not receive a birth certificate for their children, which would make it difficult for children to get a National ID when they reach 18 yo</p> | <p><u>Social:</u> Youth/peer support groups and networks can help young people come together and encourage/empower each other during difficult times</p> <p><u>Educational:</u> Youth forums can help young people educate their parents/caregivers on the importance of education and mentorship</p> <p><u>Financial:</u> Introduction of youth-focused soft loans for business startup or helping youth organize into groups to access government loans might be a solution for some of the startup challenges for youth</p> <p><u>Financial:</u> Youth groups can become a channel for distributing sanitary pads, aside from a school nurse</p> <p><u>Legal:</u> Parents/caregivers need to be educated on the value of birth certificates and National ID through via awareness campaigns</p> <p><u>Physical:</u> It might be good to give special ID card to homeless young people so that they are given preferential treatment when applying for jobs</p> <p><u>Psychological:</u> For young people dealing with stress and depressions it would be helpful to organize town hall meetings to share their challenges with other youth, and introduce peer to peer and counseling sessions</p> |

SEGMENT 3

MEET JOYCE

SHE IS 18 YEARS OLD. LIVES IN RURAL HOMABAY, WHERE SHE WAS BORN.

SHE WAS BORN INTO A TROUBLED FAMILY AND EXPOSED TO DOMESTIC VIOLENCE FROM AN EARLY AGE.

SHE LEFT HOME TO BE WITH A MAN, WHO LEFT HER WHEN SHE GOT PREGNANT.



Joyce comes from a troubled family: Almost before she was born her father wanted to divorce her mother, but the elders prohibited him doing so. He had another family with very young children and would only come to Joyce's home occasionally. He would never bring any treats, drank a lot and beat her mother.

When Joyce was in middle school, she started her period. Her mother had never told her about what would happen, and it was big shock. She couldn't even ask her mum for help to get pads because she was never home, working three jobs. So Joyce started skipping school during her period.

One of her teachers came to the house to tell her mother that she was missing school and might be expelled. As usual her mum wasn't home, and Joyce begged him not to tell on her, otherwise she would be beaten. She told him

that she had to stay home because she did not have money for pads. And skipping school meant that she wouldn't even get to eat the free school lunch, so she was hungry too. The next day the teacher bought her pads and some fruits and chips.

Back at school, the teacher started paying more attention to Joyce. It felt really good to have somebody care about her for once. Joyce visited him at his home a few times and one day they kissed and eventually had sex. He told her it had to be a secret as he would lose his job if anyone knew he was dating a schoolgirl. He asked to be transferred to another school, where nobody knew them. Joyce dropped out of school and started living with him in the teacher's quarters as his wife. While Joyce was happy to be away from her father, she was worried about her little sister who she had left behind.

Three months after Joyce moved in with the teacher, she was pregnant - it was too late to do anything about it & so she told the teacher. But instead of being happy, he said his salary was not enough to take care of a family, he asked the school for another transfer and left. Joyce was kicked out of the teacher's quarters and had to live in a thatched tent in the woods for about a month. She thought of going back to live with her mother, but she was worried that her dad would beat her or even kill her. She felt alone & desperate.

Every morning she would get up early and walk the streets looking for small jobs to earn enough to eat a meal. She went to the market and asked stall owners if she could help sell for them. She went to an office to be a help. She even asked about picking tea at a farm – everybody wanted to see her form 4 certificate, which she didn't have. She had to resort to low pay jobs nobody else wanted – cleaning public toilets, helping mama mbogas to wash their produce, fetching water for other people.

When Joyce gave birth, a cleaning lady helped her to deliver, and then offered to stay at her house until Joyce could take care of herself and the baby. The baby is now 8 months, and Joyce has been able to save & borrow just enough to open her own market stall. While looking for work, she worked out what sold best in the market – and started selling tomatoes. She awoke very early in the morning to go to a small farm near her tent in the woods – she would buy 10-15 tomatoes from them and sell at a slightly increased price in the market. Over time she added other vegetables – cabbage, onions. Then she started adding other products – soap, milk, sugar.

Her business was far from straightforward, and she went home several times with no money at all. Sometimes she would have very little milk to breast-feed her baby because of the constant hunger, and her baby would cry with hunger.

One day one of her male customers asked her out, and at first, she refused. He kept on asking and all Joyce could think about was her hungry baby. So eventually she agreed she went for dinner with him. After dinner he took her to his house, they had sex, and he gave her some money. This happened again, several times - she did not like being used, but it gave her the money she needed to sustain her business and feed her baby, and after all – life goes on.

Her stall is now giving her a small but stable income. She moved into a small place next to the market with the baby and stayed away from the man. She was even able to bring her younger sister to help out with the baby, while Joyce was selling her produce. Joyce was happy to be able to offer her sister a safe place to live, away from her abusive father....and they were both able to eat two meals a day.

Recently, Joyce met a lady, who invited her to join a group of girls who set up a chama and support group. Joyce was reluctant to join at first, worried that she would be scammed. But when she met the other girls, she realized that they had all had challenges like her and were relying on each other for advice, support, encouragement and company. Finally, Joyce has hope, for herself, her sister and her baby.

| SEGMENT NAME | VUNERABILITIES | YOUTH-DESIGNED SOLUTIONS |
|--------------|---|--|
| JOYCE | <p>Social: Children from broken homes might be ostracized by communities and peers</p> <p>Physical: Exposure to domestic violence at home, especially in households with substance abuse</p> <p>Financial: Limited access to sanitary pads for girls leads to challenges with education and transactional sex/relationships</p> <p>Financial: The lack of access to startup capital hinders young people's ability to become independent through micro entrepreneurship</p> <p>Educational: The lack of sanitary pads, teenage marriages and teenage pregnancies lead to girls dropping out of school</p> <p>Psychological: Girls who do not have proper support during pregnancies, delivery and the first 1000 of a child's life, are more likely to experience maternal mental health issues</p> <p>Occupational: small jobs with little pay are looked down at by the society further deepening the divide between youth and the community</p> | <p>Physical: Introduce counselling programs for people facing domestic violence, counselling should be empathetic other than sympathetic</p> <p>Financial: Youth groups can become a channel for distributing sanitary pads, aside from a school nurse</p> <p>Financial: Youth need to be trained on financial literacy, including how to manage their finances, develop a saving culture, and overall use their finances wisely</p> <p>Financial: offer young people appropriate loan products and use digital loan platforms to advise on starting and running a business, e.g., Mazao</p> <p>Educational: Introduce comprehensive sex education for both boys and girls, while they are in school</p> <p>Educational: Create awareness among young mothers on the importance of education; encourage them to go back to school after giving birth</p> <p>Psychological: Create youth support centers in strategic locations (e.g., marketplaces), where people come together and talk about challenges, give each other psychosocial support and share ideas on how to generate income</p> <p>Occupational: Change community mindsets by educating people about the value of blue-collar jobs. Youth should be at the forefront of this effort, including at informal meetups and peer-to-peer sessions</p> |

SEGMENT 4

MEET ANTHONY

HE IS 24 YEARS OLD. BORN ON A FARM IN ISIOLO THAT GRAZED CATTLE AND GREW CABBAGES.

HE COMES FROM A FAMILY THAT WAS SPLIT APART BY A LAND DISPUTE, SO HE MOVED TO THE CITY TO FIND WORK.

HE HAS SURVIVED MANY CHALLENGES TO BECOME A BODABODA RIDER, AND NOW LOOKS AFTER HIS SISTER, PAYING FOR HER SCHOOL FEES.



Anthony was the second born of 7 children. His family was considered wealthy because they had 200 cows and a piece of land, which his father split into 2 pieces - one for grazing, one for farming. However, despite owning land, the family never earned enough money even for food. Anthony's father was growing cabbage, but very few buyers would come, so most of the cabbage was fed to the cows.

Anthony's older brother Paul wanted to be a modern farmer. He returned home from his boarding school, where a classmate told him how his father was growing different vegetables and flowers and selling chickens, etc. Paul visited several farms and agricultural shows and tried to persuade their father to change things on the farm. When the father refused, Paul demanded to be given a piece of land as he was entitled to as the first-born. The father refused again, and a huge fight ensued with

the elders having to get involved. The next day, Anthony's brother disappeared. They found him two days later hanging on a tree. Everyone said he committed suicide, but Anthony knew that was not true. He believed his father killed him.

After Paul's death, Anthony was now the oldest son, and his father demanded he start bringing money to the household. There was talk about him dropping out of school, but Anthony promised to find a way to earn money while continuing with his studies. He started doing deliveries on his bike before school and then working at a construction site after school. It was hard, he did not get enough sleep, and there was still little food in the house because most money was going into paying school fees for him and his younger sisters. His younger brother dropped out of school to help their dad with the cattle and the farm. Anthony started secretly saving small amounts of money from his work, so he could leave.

Once Anthony got his Form 4 certificate, he moved to Embu town, where he heard there were more jobs and life was more fun. He did not know anyone there, but he had a bit of money to rent a bed. He found a job by walking up and down the streets asking if anything was available. The first job he found was as a hawker for just 2 days - the owner had to travel to get more supplies and needed someone to sell for him meanwhile. He asked Anthony for his papers and kept his school certificate as assurance that Anthony would not steal his stock or money.

After that job was over, Anthony found another small job as malimali (selling small things walking up and down the street). He started noticing groups of boda boda riders, who were always happy and laughing. There were always girls around them because they had money. Their lives seemed good well. This was a life he wanted for himself.

Anthony approached some of the riders to ask for a way in. They said he had to "buy into" a chama to be accepted by the group, and then he would be recommended to one of the bike owners as a rider. Anthony was determined to earn enough to be able to buy into the chama. He kept picking up jobs - he carried luggage for tourists, he helped hawkers carry their goods. He eventually saved enough for the chama and gave the money to the riders; they shook his hand and said he was in. The next day they pretended they did not know him. When he asked for the money and referral, they pushed him away. Anthony realized he had been cheated.

He tried to keep going with his dream of saving enough money to be a boda boda rider, but his spirit was down. He started drinking to make days go faster. One day at a bar, he was approached by a guy from another group of riders, who said he knew about his previous misfortune, and their group would take him in if he helped them that night with a big business deal. Anthony agreed, and that night he took part in a robbery of a shop on the outskirts of the city. He got a small reward for his participation, and 3 days later a bike owner showed up, took his form 4 certificate (for security) and said he was hired.

After that life got better, he joined a chama and started saving up for his own bike. Having some money meant he had many girlfriends in different parts of the city. He was able to bring one of his sisters to come and live with him, and pay for her school fees. While she is at school, he rides the bike. In the evening, they both go to construction sites to sell mandazi to the workers, when they leave the site for the evening. Anthony is always tired in the evenings, but he will not let his sister go out working alone – one of his girlfriends told him she was raped by a construction worker, but he paid her money to not report to the police. Anthony doesn't want this life for his sister. He is committed to keeping her in school, so that she can rise out of helplessness and live her best life.

| SEGMENT NAME | VUNERABILITIES | YOUTH-DESIGNED SOLUTIONS |
|--------------|--|---|
| ANTHONY | <p>Physical: In agricultural areas, children can become victims of family disputes over land</p> <p>Social: In Isiolo specifically, children might be engaged in family businesses (cattle rearing and farm work) and can get involved in tribal disputes, which hinders their ability to develop meaningful networks with peers and adults in their areas</p> <p>Demographic: In large rural households, first-born sons are expected to start working early and help with household upkeep</p> <p>Legal: Young people can become exposed to criminal activities – as victims or as a right-of-passage to be accepted by a particular group</p> <p>Financial: Across the country, there is shortage of jobs for young people, and shortage of organizations linking young people with appropriate job opportunities</p> <p>Occupational: In rural areas (specifically Isiolo), child labor is common, including on construction sites</p> | <p>Financial: Youth need to be trained on financial literacy, including how to manage their finances, develop a saving culture, manage business loans, and develop entrepreneurial skills</p> <p>Financial: Youth need to set up their own youth chamas, where they can make savings and borrow</p> <p>Financial: Youth need to be organized in groups, so they can access youth funds and mentors.</p> <p>Educational: Develop mentorship programs, where home-grown mentors can share their success journey, and give advice to youth</p> <p>Demographic: Educate parents about the value of education for all of their children, introduce bursaries to assist children from large families to attain at least high school education</p> <p>Occupational: Educate children and youth on their rights, engage community leaders and religious leaders in reinforcing children rights as related to child labor</p> <p>Occupational & Financial: Assist young people in getting access to land to enable them to earn agricultural income, and reduce rural-to-urban migration</p> <p>Legal & Social: Organize youth groups around community leaders/mentors to monitor and report on criminal activities in their areas to relevant authorities</p> |

SEGMENT 5

MEET LEYLA

SHE IS 26 YEARS OLD. GREW UP IN KOROGOCHO IN NAIROBI WITH HER SINGLE MOTHER.

SHE WENT TO THE UNIVERSITY OF NAIROBI TO PURSUE A CAREER IN MARKETING BUT IS NOW A CARPENTER SELLING WOODEN PRODUCTS.

SHE IS A SINGLE MOTHER AND HAS TWO CHILDREN, WHO SHE PROVIDES FOR ON HER OWN.



Leyla grew up with her single mother in Korogocho; they've always lived there. Her mum was a cleaning lady at the airport, until she found a job as a housekeeper for an expatriate family and started living with them. Since she was 14, Leyla was pretty much on her own, although her mother paid for everything and provided her with everything she needed for school and for good life. Her mother came home once a week, on Fridays. They went to the mosque together, then cooked food at home. These were Leyla's happiest times. In the evening her mother would go back to her other house, and Leyla would be alone again.

Leyla finished form 4 and her dream came true -- she went to university. Her mother borrowed some money from her employers to pay for the fees. Leyla wanted to be a marketing manager, because it sounded very glamorous. Leyla heard that on campus you should try and find a good

mature boy with money, who would pamper you and shower you with gifts. Soon enough, she met a nice-looking boy called Lolo, who was in his last year of college. Lolo's family was from Karen, and he definitely had money. He took Leyla to nice places, gave her gifts and money. She had never been happier. But soon enough she got pregnant, and Lolo was not amused. He had plans to continue his education in London after the university and was not ready to have a family. Besides, his parents had a girl from a wealthy family in mind for him, and she would not marry him if he had a child with another woman. Lolo left for London, and Leyla gave birth to her first child at 19 alone.

Studying and taking care of her baby was hard. Her mother still sent her money every month via M-Pesa begging her not to drop out of college. Leyla hired a girl next door to look after her baby, so she could stay at the university. In her last year of college, she got an unpaid internship with a big marketing company on Wayaki Way. Everything there was just as she imagined: everyone was very busy, there were exciting conversations, a lot of creativity. Leyla's job was assisting everybody: serving coffee, cleaning cups, cleaning the office 3 times a day, shredding papers, running errands, and so on. Her bosses often kept her busy till 8pm or 9pm. Sometimes she would run personal errands for them on Saturday and Sunday. Her mother kept encouraging her to work hard, so that they might hire her after graduation.

One evening **Leyla** was coming home very late at night, when a group of boys in Korogocho attacked and raped her. They also stole her bag with the money that she had set aside for the month. In the morning, she went to the police to report the theft (she could not talk to men about rape), they took her statement but never called her back.

Meanwhile she kept going, graduated and applied for a job with the marketing company she had interned for. But they hired somebody else from her class. They said that the other girl had more experience, but Leyla later learned that the girl was the boss' niece. She continued applying for jobs, but everyone found a reason not to hire her: not have enough experience, overqualified, didn't speak French. Leyla realized that it might take her a while, so she started selling smokies (sausages) in the market. During this time, she learned that she was pregnant from the rape, but because of the stress she had not realized that her periods had stopped. It was too late to terminate. At the same time her mum lost her job

when her expat family left. Money was tight but at least her mother could take care of her babies while Leyla worked.

While working in the market, Leyla tried to learn what other people do to make money. She saw ladies braiding hair, but there was a lot of competition and they fought in public for customers. She saw men doing carpentry, but thought their work was ugly. She asked one guy, Job, to teach her how to do carpentry. At first Job laughed, but eventually agreed if he could be in charge of selling her products. Leyla worked with him for a year and learned to make beautiful products that ladies really liked. Job, however, was taking 70% of the profits, so Leyla tried to borrow money from the bank and start her own business. When the banks would not lend her, she started growing her credit on her phone with M-Shwari, and eventually saved KSH20,000 (about \$200) which she used to break away from Job, to rent her own stall, and buy her own materials.

Leyla finds being a woman in this business to be hard – police ask for bribes all the time, competitors spoil her things, clients often cheat her of money. There is no one she can complain to. Sometimes she wishes she hadn't bothered with the university and instead spent that money to start her business much sooner – before she became a single mom of two kids by the age of 25. But she loves her children and isn't giving up on growing her business and making sure they have a good life.

| SEGMENT NAME | VUNERABILITIES | YOUTH-DESIGNED SOLUTIONS |
|--------------|--|---|
| LEYLA | <p><u>Social</u>: Children in a single-parent household tend to have weaker social networks, limited meaningful connections</p> <p><u>Social</u>: Familitism and nepotism at the workplace make it difficult for young people to be considered for jobs</p> <p><u>Educational</u>: There is a misalignment between attained education and job opportunities available in the market</p> <p><u>Educational</u>: Young people need practical/vocational skills training</p> <p><u>Educational</u>: Lack of comprehensive sexual education means young girls do not fully understand their period, hormonal transition, how they get pregnant, etc.</p> <p><u>Educational and Social</u>: Youth complain about the lack of role models and proper mentors</p> <p><u>Locational</u>: Exposure to violence in informal settlements can lead to mental and physical health issues</p> <p><u>Locational</u>: There is strong discrimination in the job market, social relationships and education because of linking a person to an informal settlement</p> <p><u>Legal</u>: The lack of formal structures supporting micro entrepreneurship, exposure to corruption/bribery make it difficult for youth to be successful in entrepreneurship</p> | <p><u>Educational</u>: In-school and community career counseling helps youth better understand career choices</p> <p><u>Educational</u>: Young people need more targeted technical and Vocational training, including entrepreneurship</p> <p><u>Educational</u>: Comprehensive sexual education at school</p> <p><u>Social</u>: Organize youth meetups for educational purposes and mentorship opportunities</p> <p><u>Social</u>: Cultural events, mtaani groups (neighborhood groups) for peer networking and mentorship</p> <p><u>Locational</u>: There is a need in a community awareness campaign to highlight that living in slums doesn't mean one is a criminal</p> <p><u>Locational</u>: It might be helpful to introduce cultural exchanges though meetings, sports, social media platforms, at schools and enable mingling of ghetto youths with wealthy youth so they can learn from each other</p> <p><u>Legal</u>: Advocate for legal and financial structures to support youth entrepreneurship</p> |

SEGMENT 6

MEET SHADRACK

HE IS 22 YEARS OLD. BORN IN A RURAL AREA BUT NOW LIVES IN NAKURU.

HE HAS A GOOD EDUCATION AND WAS HEADBOY OF HIS SCHOOL.

HE IS POLITICALLY ENGAGED AND EAGER TO MAKE A DIFFERENCE IN THE LIVES OF HIS PEERS.



Shadrack was born in an interior part of Kenya, but his parents moved to Nakuru when he was small, and they never talked about their hometown. His father was a night guard and his mother cleaned houses and small hotels in Nakuru town. His family was not wealthy, but they always had three meals a day, and he slept in a clean bed every night. Shadrack was always into art, and he drew the newsletter for his school. He also spent time with a group of guys, who had a small business running photoshoots for the local 'slay-queens' and tourists. He loved learning about how to capture the light and colors with a camera. Because of his contribution to the school newsletter, Shadrack was selected to be the HeadBoy, a real honor, and he showed himself as a good leader. Upon leaving school, he started organizing youth in his

neighborhood to clean the streets, to play football, to do campaigns for local officials, etc.

After school, he went to BuruBuru Institute of Fine Arts, where he studied photography and painting. There he was also recognized for showing leadership by organizing learning trips for groups of students and holding debates about art and politics. Shadrack sold a few of his paintings at exhibitions and used the money to repay his parents for the college fees.

After graduating, he went to Nairobi and joined an independent art collective as an apprentice. While there, he listened to the late night conversations of the artists about poor country leadership and poor market conditions for artists. They talked about corruption, nepotism, and the fact that young people needed to have a voice in the government. These were issues that really fascinated him. He joined a local youth group and soon enough was one of its leaders.

As a youth representative, he started going to various conferences and conventions in Nairobi, where he was paid to speak about the needs and hopes of young people by various development organizations. Shadrack often found himself speaking to very high-level officials. In between representing youth at conferences, Shadrack continued producing art but his life hasn't really moved forward – he was selling a painting occasionally, but his earnings were barely sufficient for him to pay for food and rent. He joined a few political rallies during the elections, but he grew increasingly disheartened - he realized that the candidates all knew each other and were working together for their own benefit. He saw poor mothers coming to vote with hungry children crying taped to their backs. They voted and left feeling satisfied, but their votes never mattered.

To combat this Shadrack tried to engage with other youth leaders across the country believing that if they worked as a group, they would have more power to affect lasting change. But he struggled to get people to turn up to the conferences in Nairobi or Mombasa - they were just too busy dealing with their “local issues” that they perceived more important than the national movement.

Shadrack is still looking for ways to make a difference in his country by modelling good leadership. He is still determined to become an elected leader, who will look after the mamas with hungry children and the artists like him that use their talents to bring color and beauty to the world.

| SEGMENT NAME | VUNERABILITIES | YOUTH-DESIGNED SOLUTIONS |
|--------------|--|---|
| SHADRACK | <p>Educational: The shortage of job and income-generation opportunities for young people in creative professions is one of the challenges youth brought up in CSYA</p> <p>Social: The lack of meaningful youth network necessary for connecting young leaders and delivering social change slow down positive shifts in communities</p> <p>Social: There is lack of local mentors</p> <p>Social: Youth are not well-represented in the governance system, and youth issues do not receive sufficient attention</p> <p>Psychological: Youth often feel as a failure, and lose confidence in own ability to achieve own potential</p> <p>Financial: Most vulnerable youth struggle to achieve sustained financial independence</p> <p>Demographic: Young people say, they are seen as too young to be taken seriously</p> | <p>Educational: In-school and community career counseling can help young people better understand their career choices</p> <p>Educational: It is important to establish a network of local mentors, who can also advocate for youth representation</p> <p>Social: Youth suggested organizing cultural events, mtaani groups (neighborhood groups) for peer networking and mentorship</p> <p>Psychological: There is a need in a meaningful mentorship opportunities for adults, who can guide youth</p> <p>Psychological: Young people suggested establishing open forums and counseling centers, where youth can receive guidance and support, share their struggles with each other, learn from role models. Such forums can also take place on social media</p> <p>Demographic: Young people should make good use of social media by sharing their plights such as discrimination, and tag the right authorities to stimulate action</p> <p>Demographic: Youth groups need to engage in community project to seek recognition, attention, and get to be known/ be seen as assets for the community</p> <p>Financial: Youth need to be trained on financial literacy, including how to manage their finances, develop a saving culture, manage business loans, and develop entrepreneurial skills</p> |

ANNEX VII: APPLYING PYD IN PROGRAM DESIGN

Human endeavors are based on assumptions about people. Throughout programming process, identify and document assumptions. For this guidance, we assume that youth will be part of every part of the process.



Assumption: Youth are engaged in design, implementation, monitoring, and evaluation.

[YouthPower.org](https://www.youthpower.org) hosts a tremendous body of valuable resources. This link provides resources for entry points to include youth in the project cycle. Entry points include country/regional strategy planning, project design and implementation, activity design and implementation, and monitoring and evaluation. <https://www.youthpower.org/youth-inclusion-drg-toolkit-youth-program-cycle>

The Youth Programming Assessment Tool (YPAT) helps reflect on their internal programming and institutional practices and identify areas for improvement: <https://www.youthpower.org/resources/youth-programming-assessment-tool>

Helpful Steps to Designing a Program

Step 1: Who is your target population? Describe them in detail.



<https://www.youthpower.org/feed-future-project-design-guide-youth-inclusive-agriculture-and-food-systems-identifying-cohorts>

Step 2: What are the priorities and situation of your target population? See table below for ideas of how to organize your information. This is an example to help guide you. We use rural youth as an example, because they are typically more vulnerable than urban youth to many of the challenges affecting youth (e.g., economic and education opportunities, safety and security, freedom of movement, access to land and basic services, high food insecurity).



Good time to engage youth from your target population and facilitate discussion.

Step 3: Think about what interventions/activities should be integrated to facilitate youth development for your target population.



Assumption: Cross-sectoral programming integrates interventions.

Designing cross-sectoral programs requires coordinated effort from a group of people, typically specialists in multiple sectors. Sharing assumptions and goals, documenting them, and making vocabulary clear to the group are essential to effective communication.



Good time to engage youth from your target population and facilitate discussion.

Step 4: Discuss assumptions and expectations and map a theory of change. Document your work.



Assumptions: Pilot previously untested program designs. Evaluate the pilot. Learn, redesign. Document learning. Redesign if appropriate, and pilot. Scale-up programs with desirable, expected outcomes. Monitor unexpected outcomes as they can be harmful to youth.

Additional Recommended Resources



Youth Compass is a cross-sectoral youth assessment tool developed by USAID YouthPower Action for use by implementers to strengthen the design or on-going efforts of a youth-focused or youth-inclusive activities. <https://www.youthpower.org/resources/youth-compass-strategic-guide-strengthen-youth-activities>

The YouthPower Learning Community of Practice on Youth Engagement developed a comprehensive definition of meaningful youth engagement: “Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people’s ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth engagement recognizes and seeks to change the power structures that prevent young people from being considered experts regarding their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation, or physical location.”

<https://www.youthpower.org/youth-engagement-guide>

ANNEX VIII: KENYA'S YOUTH-FOCUSED POLICIES

Kenya has a wide range of policies supporting youth development ranging from those supporting livelihoods to health, education, safety and protection. They are not all easily accessible, which youth themselves complained about during FGDs and Design Thinking sessions. They themselves find it difficult to access policies and information about applications and processes that can help them. For some, the steps are too arduous, especially for those lacking “papers” as they call the form 4 certificate and the national identity card.

| Policy | Youth Focus and Youth Opinion |
|--|---|
| Youth Enterprise Development Fund http://www.youthfund.go.ke/ | <p>The Youth Enterprise Development Fund is a state corporation under the Ministry of Public Service, Gender and Youth Affairs. It is intended to support youth 18-35 years with financial and business development support services. The youth group may also use the application to apply for government tenders for which there is a 30% reservation for youth and special groups.</p> <p>Basic requirements include:</p> <ul style="list-style-type: none"> • Certificate of group registration • Copies of members' IDs to verify their age • Certified copy of group's meeting minutes • Bank account in the name of the group • Duly completed loan application obtained from the website or offices <p>In addition, youth group officials must visit the fund's officers about the application process and to provide the group with a recommendation.</p> <p>Youth say the biggest hurdles of using this process is the lack of information on the processes; youth feel the process was made deliberately vague and difficult to make space for favors and connections to take the most advantage of these opportunities. Youth would clear and easy processes delivered on the ground at the local level.</p> |
| National Education Sector Strategic Plan 2018-2022 https://education.go.ke/images/NESSP/MOE-NESSP.pdf | <p>The plan recognizes that while more adolescents start secondary school, they still struggle with accessing it. The plan addresses many youth issues including increasing radicalization of adolescents and youth, substance abuse, teenage pregnancy, etc. One of the goals is to inculcate value-based education system in basic education with a National Volunteer Assistance Programme in which youth spend one year in a different county than their home helping lagging 2nd and 3rd graders improve literacy. The plan also supports capacity building for education staff to deliver better services to children and youth with special needs and disabilities, recognizing inadequate competencies and mismatches between student needs and staff capacity.</p> |

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| | <p>Similarly, it includes a program to promote girls/women in STEM fields.</p> <p>One of the major goals affecting youth is to “establish a formal linkage among Government, Industry and Academia” to address the mismatch between education curriculum and labor market needs. The program also calls for:</p> <ul style="list-style-type: none"> • Review apprenticeship, internship and industrial attachment policies and develop an integrated national policy; • Mapping of existing and potential industries and other mentors in the informal sector; • Conduct National youth apprenticeships, internships and industrial attachment placements, and • Implement up-skilling programmes. |
| Ministry of Education: expanding TVET access and improved reputation | There is a vast information gap about TVETs, the courses they offer, and government subsidized fees. |
| Ministry of Education and County Bursaries | Young Kenyans can apply directly to the MoE and to their counties, which set aside funds for needy students. Young people do not trust the bursary allocation process and see it as riddled with corruption with no clear transparency on if and how awards were made. |
| National School Health Policy | The policy permits pregnant teenagers to remain in school until they give birth and return to school after giving birth. |
| National Identity Card | <p>Requirements:</p> <ul style="list-style-type: none"> • Original Birth Certificate and a photocopy • Copy of parents’ ID cards • Two passport size photos <p>Available at age 18, youth bring the documents with completed forms to the application center.</p> <p>Youth find the process frustrating, tedious and time consuming, making the first direct engagement with government unpleasant.</p> <p>Youth lament delays with issuance and with what they say is a corrupt process.</p> |
| Voter’s registration card https://www.iebc.or.ke/registration/?how | <p>Requires national identity card</p> <p>Youth feel used by politicians during the election cycle and then forgotten about afterward. Some sell their votes for money (campaign handouts) and others feel their choices are dictated by their parents. There is also a feeling among some youth that their votes don’t matter since they think the results will be doctored. Some choose not to vote, because they find the process frustrating and it takes a full day.</p> |

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| Agricultural Sector Development Policy 2010–2020 | The policy commits to sensitizing youth to lucrative ventures and establishing value-added infrastructure. |
| National Adolescent Sexual and Reproductive Health Policy | This policy links adolescent sexual and reproductive health with the country's development goals. Implementation does not appear to adequately affect teenage pregnancy, which is rising. |
| Mental Health Policy 2015-2030 | This policy recognizes the lack of mental health resources for adolescents. |
| National Hospital Insurance Fund http://www.nhif.or.ke/healthinsurance/ | Provides access to medical insurance for adults and families. NHIF membership is open to all Kenyans who have attained the age of 18 years and have a monthly income of more than KES 1000. |
| Youth Development Policy (2018) | The policy seeks to empower youth to participate in social and economic processes including community and civic engagement. It includes a table of legal frameworks pertaining to youth. It covers numerous issues such as youth-friendly financial services; the policy recommends establishing microfinance programs to meet youth financial needs. |
| Consolidated Social Protection Fund https://www.socialprotection.go.ke/ | This fund is supposed to provide support for all vulnerable people including orphans and vulnerable children. |
| Gender Policy | Gender policy falls under the Gender Directorate in the Department of Planning within the Ministry of Devolution and Planning. It has two divisions: Gender Mainstreaming, and Socioeconomic Empowerment. The latter oversees the Uwezo Fund and the Women Enterprise Fund. There is also a National Gender Equality Commission. While they both have mandates, there appears to be little funding for them and weak linkages in terms of implementation across line ministries and between national and subnational. |
| Agricultural Sector Transformation and Growth Strategy | Seeks to increase participation of youth, women and people with disabilities in the sector. The strategy recognizes the same barriers described in this report. One program within the strategy proposes to provide “management/technical training for ~3,000 youth-led and digitally-enabled government extension agents.” The MoALF&I manages the Enable Youth Kenya Programme with KES 3.3 billion loan over five years from African Development Bank to create business opportunities and employment for young women and men along priority agricultural value chains. |
| National Land Policy | Appears to be lacking youth engagement |
| Central Bank of Kenya and the National Treasury and Planning | These bodies provide policies that support financial inclusion. |

ANNEX IX. ILLUSTRATIVE YOUTH DEVELOPMENT INDICATORS

The following table provides some required indicators that youth-inclusive projects in Kenya will find useful, in addition to some indicators reflecting recommendations.

| Youth-Specific Indicators | Relevance to Projects and Activities Across Sectors |
|--|--|
| YOUTH-1 (REQUIRED) Number of youth at risk of violence trained in social or leadership skills through USG-assisted programs <i>Sex Disaggregate: Male and Female</i> <i>Age Disaggregate: 10–14, 15–19, 20–24, and 25–29</i> <i>Geographic location: Urban versus Rural</i> | For projects or activities operating in conflict-affected areas |
| YOUTH-2 (REQUIRED) Number of laws, policies or procedures adopted or implemented with USG assistance designed to promote youth participation at the regional, national or local level <i>Local Level: Adopted and/or Implemented</i> <i>Regional Level: Adopted and/or Implemented</i> <i>National Level: Adopted and/or Implemented</i> | For any sector activities addressing the systemic barriers to youth inclusion within that sector |
| Custom PYD Indicator (OPTIONAL/PILOTING; ENCOURAGED) Number of youth who participate in civil society activities following social or leadership skills training or initiatives from USG-assisted programs <i>Sex Disaggregate: Male and Female</i> <i>Age Disaggregate: 10–14, 15–19, 20–24, and 25–29</i> <i>Geographic location: Urban versus Rural</i> | For activities offering youth training and supports that enable them to engage in civil society (e.g. educational, environmental, civic, political, or other leadership opportunities) |
| Custom PYD Indicator (OPTIONAL/PILOTING; ENCOURAGED) Number of youth who report increased self-efficacy at the conclusion of USG-assisted training/programming <i>Data collected by survey prior to training AND 3 months after the end of the training</i> <i>Sex Disaggregate: Male and Female</i> <i>Age Disaggregate: 10–14, 15–19, 20–24 and 25–29</i> <i>Geographic location: Urban versus Rural</i> | For any sector activities offering youth training and support that engages them more meaningfully within that sector |
| Feed the Future Youth-3 Increased youth empowerment and livelihoods: Percentage of participants in USG-assisted programs designed to increase access to productive economic resources who are youth (15-29) [IM-level] <i>Sex Disaggregate: Male and Female</i> <i>Age Disaggregate: 10-14, 15-19, 20-24 and 25-29</i> <i>Geographic location: Urban versus Rural</i> | For all youth-inclusive FTF projects or activities |

| Youth-Specific Indicators | Relevance to Projects and Activities Across Sectors |
|---|---|
| <p>Percentage of youth ages 15–29 who are Not in Education, Employment or Training (NEET) (SDG indicator #8.8.6) - [National-level]</p> <p><i>Age Disaggregate: 10–14, 15–19, 20–24, and 25–29</i></p> <p><i>Geographic location: Urban versus Rural</i></p> <p>The following should be disaggregated by county/sub-county, age group and gender</p> <ul style="list-style-type: none"> • Percent of individuals with new employment following participation in USG-assisted workforce development programs (EG. 6-12) • Per-capita expenditures (as a proxy for income) in USG-assisted areas • USD amount of savings mobilized by youth • Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment) (GNDR-2) • Number of individuals with improved skills following completion of USG-assisted workforce development programs (EG.6-2) | <p>For FTF projects under GFSS IR.3: “Increased employment and entrepreneurship” and workforce programs</p> |
| <p>Other Custom PYD Indicators:²³⁵</p> <ul style="list-style-type: none"> • Increased higher-order thinking skills at the conclusion of training/programming • Increased support from mentor, religious leader, traditional leader or other leader at the conclusion of training/programming • Increased youth report of positive value and/or recognition by adults at the conclusion of training/programming • Increased positive beliefs about own future at the conclusion of training/programming • Increased ability to plan and set goals at the conclusion of training/programming • Increased number of services/facilities with improved, youth-responsive characteristics at the conclusion of training/programming • Number/proportion of youth participating in one or more of the following: advocacy, mentorship (youth as mentor), volunteering, youth-focused clubs, other activity | <p>For youth-inclusive projects or activities seeking to empower and integrate young people across the different Development Objectives (DOs) and IRs</p> |

²³⁵ With the exception of the Pilot Indicator, the custom PYD indicators are not required or formalized as official standard indicators; they were developed by the USAID YouthPower Learning project for guidance purposes.

| Youth-Specific Indicators | Relevance to Projects and Activities Across Sectors |
|---|---|
| <p>Some indicators supporting recommended interventions:</p> <ul style="list-style-type: none"> • Stronger youth networks captures number and proportion of youth participating in each network, by county, gender, and age group • Youth network referral system activity disaggregated by county and gender: number of referrals/month by type of service • Referral system providers: number of providers by type by county or sub-county • Youth network supported youth support groups: number of participants, proportion of participating youth/youth network by county or sub-county and disaggregated by gender and age group • Increased value and understanding of youth among families, communities, leaders disaggregated by county/sub-county • Increased access to safe spaces for youth: number of safe spaces youth indicate are accessible by county/sub-county • Increased use of safe spaces among youth: number of youth using safe spaces by county/sub-county disaggregated by gender and age group • Number of people reached by a USG-funded intervention providing SGBV services (e.g., health, legal, psychosocial counseling, shelters, hotlines, or other) (GNDR-6) | <p>For recommended interventions for young Kenyans.</p> |