



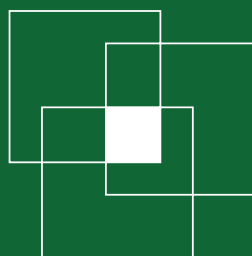
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# Kenya labour market survey for older children withdrawn from worst forms of child labour: Kilifi district report

FEBRUARY 2012



International  
Programme on  
the Elimination  
of Child Labour  
(IPEC)



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**Kilifi district report**

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## Abbreviations

AIDS	Acquired Immuno-deficiency Syndrome
CDF	Constituency Development Fund
COTU	Central Organization of Trade Unions
DWCP	Decent Work Country Programme
FKE	Federation of Kenya Employers
HIV	Human Immuno- Deficiency Virus
ICT	Information Communication and Technology
KAM	Kenya Association of Manufacturers
KCSE	Kenya Certificate of Secondary Education
KIHBS	Kenya Integrated Household Budget Survey
KIPPRA	Kenya Institute of Public Policy Research and Analysis
KNBS	Kenya National Bureau of Statistics
MVC	Most Vulnerable Children
OVC-CT	Orphans and Vulnerable Children- Cash Transfer
ROK	Republic of Kenya
SCOPE	Strengthening Community Partnership and Empowerment
SNAP	Support to National Action Plan
SOLWODI	Solidarity with Women in Distress
TIVET	Technical Industrial Vocational and Entrepreneurial Training
UNDAF	United Nations Development Assistance Framework
WFCL	Worst Forms of Child Labour





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## Executive summary

This report presents findings of a labour market survey carried out in Kilifi. The objective of the study was to conduct a situation and needs analysis of older children aged 15-17 years to better understand their needs and carry out a local labour market analysis in order to identify and highlight employment (wage and self) opportunities available for these children and youth. The survey further reflected on the needs of the whole community including youths and heads of their families, as their economic status affects children and may be cause for child labour.

The survey was structured into three main steps that led into each other sequentially. The first involved initial briefing and commencement of literature review. The second was the development of data collection tools and actual data collection and the third was analysis of the survey data, report writing, and report validation by stakeholders. Both quantitative and qualitative methods of data collection were used. These complemented each other. A total of 150 children were targeted for the quantitative interviews, while the qualitative interviews targeted other stakeholders and key informants.

A baseline report on child labour in Kilifi shows that the district is one of the districts in the country that is faced by numerous child labour practices. The most common include sexual exploitation of children, child domestic labour, children selling illicit brews, farm labour, quarrying, fishing, hawking, touting and children being exploited for entertainment among others.

Kilifi County is further faced by elevated levels of poverty and poor infrastructural development. There is poor enrolment and transition in schools. Kilifi District Development Plan 2008-2012 notes that the total enrolment in primary schools in 2008 stood at 108,171 pupils while that of secondary schools stood at just about 8,126 (ROK, 2008c). Enrolment in youth polytechnics across the county averages 600 students. This mirrors the wastage in the education system nationally. Many young people who drop off the formal education system lack alternatives with proper mechanisms and linkages to enable them acquire requisite skills that would allow them to actively and decently participate in the labour market.

### **Background information on older children (15-17 years)**

Children were interviewed from across 12 locations in Kilifi. While most of the children reported that they were attending school at the time of the survey, about 23 percent of them reported that they did not attend school consistently. A significant 17 percent of these further reported that they missed school to undertake casual labour for pay. Notably, none of the respondents including those that were not in school reported to have attained any technical or tertiary level of education.

A majority of the older children (78.2 percent) lived with their parent(s) who also met their basic needs. However, 50 percent of the children indicated that they had worked at one

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point in their lives. 79 percent reported that they were employed for wages, while 18.2 percent reported that they were self-employed. Further consultations with stakeholders confirmed that working children work under arduous conditions where they are exposed to health and safety risks such as diseases, sexual and physical abuse, psychological trauma, drug and substance abuse, sexual exploitation and injuries.

64.2 percent of the children interviewed said they knew working children who were their age mates. Asked the kind of work that the working children were engaged in, 57 percent said small businesses, and about 40 percent said construction and domestic work. Stakeholders also confirmed this noting that children were involved in all manner of activities including mining, domestic work, charcoal selling, begging, herding and commercial sex work.

Asked how easy it was for children aged 15-17 years to get a job in the county, about 71 percent were of the opinion that it was not easy. About 40 percent said the age limit of 18 years was the most significant reason why such children could not easily get jobs in the county. Most employers in Kenya require employees to have national identity cards which one can only access upon attaining the age of 18. Another 27.7 percent reported that children aged 15-17 years lacked adequate knowledge and skills to access job opportunities. A significant 17 percent reported that job opportunities were too few in the county.

The most preferred jobs were mainly white collar jobs such as medical related fields (doctor, nursing lab technician) engineering, teaching and the Disciplined Forces. Many said this was because of a need to serve the community as mentioned by about 39 percent, while about 25.4 percent indicated that they preferred the jobs because of their good remuneration. This points out to the fact that these children do have aspirations and therefore there is a strong case for supporting them in realising their dreams. This calls for closer linkages between TIVET and formal training and certification processes.

88 percent of the respondents did not have any skills training. Of the 12 percent that reported to have had some additional training, a few had had vocational training in tailoring and dressmaking, electronics, hair dressing and cookery in the informal sector. None of them however had sat the trade test examinations.

58.6 percent and 56.4 percent of the children interviewed reported that they have at some point been in need of bursary or food assistance respectively. However, 61.5 percent of those in need of bursary had not received any assistance at all, while 37.3 of those in need of food assistance had similarly not received any assistance. Additionally, close to 80 percent reported that they went to government health facilities when sick, while the rest either go to private facilities, chemists or simply buy drugs from the shops. Parents and relatives met the medical expenses for 94 percent of the respondents. Respondents further reported that in case of any medical emergency, family friends, neighbours and well-wishers are the main sources of support. This, according to them, was the norm to most people in their locality.

91 percent and 84.2 percent had not heard about NHIF and NSSF respectively.

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In regard to economic and employment opportunities, those identified include traditionally practiced activities such as hair dressing, tailoring, carpentry and electronics repairs. Other potential opportunities proposed include mobile phone repairs, motor cycle repairs, solar installation, and sale of petroleum fuel in the interior rural areas. A number of green jobs<sup>1</sup> and value addition opportunities were also mentioned such as eco-charcoal burning, sustainable harvesting of naturally occurring products such as indigenous vegetables, aloe vera among others as well as value addition of cashew nuts and fish. Proposed opportunities are suitable for individual youths, youth groups, parents and caregivers of the children withdrawn or prevented from WFCL and their families.

Children in the target group will require basic skills in each of the above opportunities. This is based on the understanding that they possess little or no technical or vocational skills at all. Broadly, entrepreneurial, business planning and life skills training will be instrumental in preparing the older children to join the labour market. These should cut across all trainees. Older children should nevertheless be accorded the opportunity to choose if they wish to train in skills or to re-join school.

The report also documents a number of skills training gaps which include general lack of knowledge on available opportunities for skills training among the youth and the community members in general, low capacity in youth polytechnics, lack of linkages between vocational skills training of apprentices and formal certification and high costs of training. Possible project partners in and outside government were proposed.

## **Recommendations**

The following recommendations are intended to address the challenge of lack of skills and opportunities for employment for older children:

1. Efforts to fight child labour especially its worst forms need to be stepped up. This will include community awareness, regular monitoring and enhanced reporting of child labour and WFCL incidences to relevant authorities.
2. The fight against child labour and WFCL should be seen from the broader perspective of improving the welfare and capacity of the typical household to meet its basic needs.
3. Reintegration of children into the formal school system should be encouraged and supported for children who opt to go back to school.
4. Support for skills training and other interventions should be selected by the beneficiaries following a comprehensive sensitisation and exposure to the potential in each of the available skills. Ultimately, this project should aim to create a

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<sup>1</sup> Jobs are green when they help reducing negative environmental impact ultimately leading to environmentally, economically and socially sustainable enterprises and economies. More precisely green jobs are decent jobs that: Reduce consumption of energy and raw materials, Limit greenhouse gas emissions, Minimize waste and pollution, Protect and restore ecosystems.

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realisation among the different actors that skills acquisition is instrumental to labour market participation and thus challenge the actors to continuously play their roles in training young people.

5. There is need to forge close links between vocational training and formal certification. Trainees in vocational skills should logically and systematically progress to the formal technical training system where they can acquire certificates and advance their skills.
6. Polytechnics should be supported to improve on their equipment and facilities and to adopt a curriculum that is more market oriented. Given the central role they will have in this project, their transition to modern training centres needs to be a central theme in the project, with an objective to continuously rally the government and other stakeholders around this goal.
7. More specifically, the project should lobby and support the urgent change of curricular to one that meets the current market demands including training on green jobs and green energy, value addition, current technology, modern agriculture among others.
8. There is need to lobby relevant government agencies to develop social protection packages that suit the needs of the poor so as to embrace them into the formal systems of social security and protection.
9. In order to sustain interventions targeted at older children, preventing other vulnerable children from falling into WFCL is paramount. This should be done through support for different income-generating or other interesting activities undertaken by community groups. This will also be a form of social protection for the poor.
10. Any group-based interventions need to make use of pre-existing groups or to support voluntary formation of new groups. Such new groups should be allowed to self-evolve. This therefore means that support towards group formation and self-organising will need to begin early perhaps when skills' training begins so as to give them time to evolve.
11. Support for individual enterprises should also be encouraged. Early adopters have the rare opportunity of changing mind-sets and proving that things can actually be done differently.
12. There is need for capacity-building of the young entrepreneurs on simple business planning processes.
13. Finally, the government will need to reconcile the paradox in the minimum age of employment and the age at which one can acquire a national identity card. Employers do not employ people without national identity cards and similarly, financial institutions do not engage with people who do not have them.

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## 1. Introduction and background information

### 1.1 Background

The International Labour Organization, International Programme on the Elimination of Child Labour (ILO-IPEC) is currently implementing a project titled “Creating an Enabling Environment to establish models for child labour free areas in Kenya: *Support to the implementation of the National Action Plan* for the Elimination of the Worst Forms of Child Labour with special focus on agriculture and older children (SNAP Kenya)”.

The project’s key pillars are hinged on the prevention of children from engaging in child labour, withdrawal (removal and protection) of children from Worst Forms of Child Labour (WFCL) and reintegrating them in formal school and for those who cannot continue with formal school, integration into vocational skills training. The project will also identify viable employment opportunities for the youth locally so as to link the skills learnt and/or education received to enable them transit to decent work. This is expected to contribute towards the elimination of child labour, which will lay a foundation for the establishment of child labour free zones in certain parts of the three districts/counties where the project is being implemented namely Kilifi, Kitui and Busia.

Further, the project seeks to improve the economic and social conditions of working children by helping them start income-generating activities (IGAs) and introducing them to existing social safety nets and social protection schemes. Improving the social economic well-being of families and communities is a protective measure that provides sustainability even after the project closes. This will also ensure that the families are able to provide the minimum package of basic needs required to facilitate social security for themselves.

### 1.2 Objectives of the study

The success of the implementation of the project will largely depend on a good understanding of prevailing labour market conditions as they relate to older children aged 15-17 years in Kilifi County. To achieve this, the study sought to address three broad objectives.

The objectives of this survey were:

- To establish employment opportunities for youth in Kilifi District within the SNAP project implementation areas.
- To determine the situation and needs of children aged 15 to 17 who are at risk of child labour while pursuing decent livelihoods.
- To establish available IGAs opportunities for the youth and heads of families, and
- To establish the existing social protection schemes in Kilifi district.

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### 1.3 Methodology and approach

The survey was structured into three main steps that led into each other sequentially. The first involved initial briefing and commencement of literature review. The second was the development of data collection tools and the actual data collection. The final step was an analysis of the survey data, report writing, and report validation by stakeholders.

To better address the objectives of the survey, the research employed both quantitative and qualitative methods of data collection and data analysis. Quantitative methods sought to among other things, capture trends in employment status and education enrolment, older children's work history, job aspirations and access to key social protection systems. A quantitative survey questionnaire was used to collect these qualitative variables from older children aged 15-17 years. This tool was administered by a team of well-trained data enumerators with previous experience in interviewing children. The tool was pre-tested for consistency, standardization and clarity prior to actual data collection. Relevant quantitative variables were also extracted from consultations with different stakeholders and from the literature reviewed.

Qualitative methods on the other hand were used to collect descriptive data from stakeholders. Key methods used included focus group discussions (FGDs) and in-depth interviews (IDI). Some of the people targeted for the qualitative interviews were parents, youth groups and government officers. The full list of people interviewed is shown in the Annex.

Data collected was appropriately processed for analysis and presentation. Quantitative data was coded (for open-ended questions) and entered into the computer using the Statistical Package for Social Science (SPSS) software. This data was then organized, reduced, presented and interpreted using such summary statistics as means, percentages, tables, graphs, and pie charts.

Qualitative data was analysed using techniques such as text/documentary, discourse, narrative and trends analyses and interpretation. These approaches assisted in drawing out relevant themes, hidden meanings, categories, sub-categories, dimensions, properties and patterns relevant to the assignment and in accordance with the deliverables.

The researcher and the project staff agreed on a sample of 150 children. The number was based on the fact that children were on holiday and challenges were expected in mobilising them. Secondly, it was agreed that such a sample would offer an opportunity to deeply probe issues under focus. The sample was proportionately distributed across the county. A total of 134 questionnaires were eventually qualified for the quantitative analysis. Of these, 81 or 60.4 percent were female while 53 or 39.6 percent were male. More children in and out of schools were interviewed using the group discussion strategy. Other key stakeholders were purposively selected in consultations with the project staff. This survey was carried out in the months of August to September 2011.

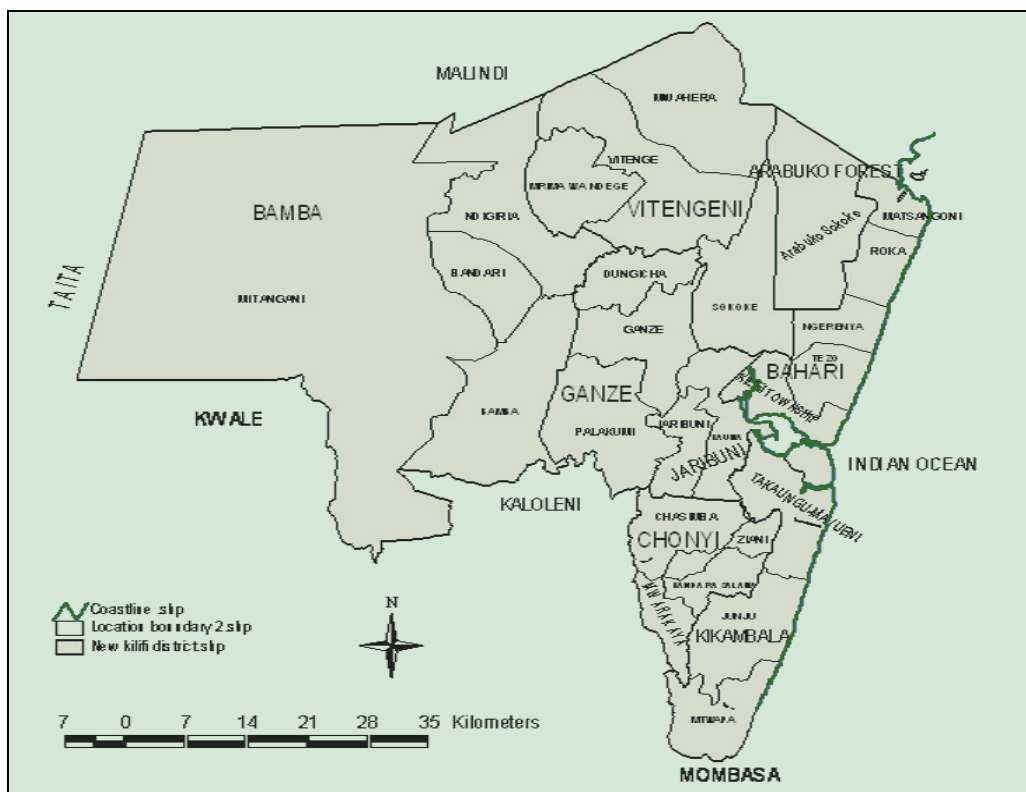
A final meeting with all project stakeholders and people consulted in the survey was planned. The objective of this meeting was to share the findings and offer stakeholders an opportunity to input into the report. The validation meeting was also vital in building consensus and ownership amongst stakeholders who are the true owners of the report given their respective roles in implementing the survey findings.

The survey was carried out between August and September 2011.

## 1.4 Study site

Kilifi District lies between Mombasa and Malindi along the Kenyan North Coast. Mombasa, the second biggest city in Kenya, and the coastal area in general are famous tourist destinations. Kilifi town is approximately 60Kms from the city of Mombasa. The district stretches along the Indian Ocean coastline and comprises three administrative divisions, namely Kikambala, Chonyi and Bahari. The area is predominantly inhabited by seven of the nine indigenous tribes of the coast referred to as “Mijikenda”.

**Figure 1: Kilifi district administrative boundaries**



Source: Kilifi District Development Plan 2008-2012.

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## **1.5 Child labour situation**

A baseline report (KNBS, 2011) notes that Kilifi district is faced with numerous forms of child labour practices notably commercial sexual exploitation, domestic labour, selling illicit brews, farm labour, quarrying, fishing, hawking, touting and exploitation for entertainment. An annual report by the Kilifi District Children Department (2009), quoted in the Kilifi baseline survey (2010) notes that about 1,853 children were involved in child labour. Of these, 851 were boys and 1,002 were girls. However, the number of children in child labour could be higher as these figures are only those reported to the district children's officer.

Reports from the Children's Officer indicated that commercial sexual exploitation of children is prevalent in the region. This is in most cases hidden and exact numbers of the children involved are not known.

The report also noted that high poverty levels in the district have made it impossible for most households to access basic needs like food, clothing, shelter, water and medical care. An estimated 65 percent of the population is food insecure (DDP, 2008-2012). This situation has forced parents and caregivers to release their children to laborious conditions including the WFCL such as commercial sex exploitation, sale of drugs and quarrying. This has further been exacerbated by unfavourable cultural and traditional practices such as forced and early marriages. Other factors include family breakups, human trafficking, prevalence and effects of HIV and AIDS.

Given these circumstances, the fight against child labour will inevitably include systematic improvement of the welfare of the Kilifi community in general.



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## 2. The labour market: National context and implications at the district level

### 2.1 Introduction

The global unemployment rate stood at 5.6 percent in 2007. This increased to 6.3 percent in 2010. Also on the increase was the total number of unemployed people in the world from 177.4 million in 2007 to 205 million in 2010. Further, the number of unemployed youth, 15-24 years, increased from 73.5 million in 2007 to 77.7 million in 2010. Globally the rate of youth unemployment also increased from 11.8 percent in 2007 to 12.6 percent in 2010. This rate is 2.6 times the adult unemployment rate (ILO, 2011). The report further noted that there are 1.7 million fewer youth in the labour market than expected, based on longer term trends, indicating that youth may be getting discouraged with the labour market and may not be actively looking for work.

The Global Youth unemployment Trends Report (ILO, 2010), notes that young people have a higher likelihood than adults of being among the working poor. Further, country-level evidence supports the finding that in developing economies like Kenya, more young people than adults engage in family businesses (likely to be an informal enterprise) or farms. Chances for such young people in low-income countries of ever transiting to paid employment in the formal sector are slim. Globally, almost 90 percent of youth were living in developing economies in 2010, with sub-Saharan African accounting for 14 percent of youth population (ibid).

### 2.2 National context

Kenya has over time experienced challenges in meeting the country's employment needs. According to the Kenya labour force survey of 1999, the country has an estimated 1.8 million unemployed people aged 15-64 years. In addition, the overall unemployment rate stood at 14.6 percent. More recently, the Kenya Integrated Household and Budget Survey (KIHBS) 2005/06 placed unemployment rate at 12.7 percent. The government, in a 2008 report, further notes that 67 percent of the unemployed in the country were the youth (ROK, 2008). Yet, reports show that youth unemployment is actually understated.

Another issue of concern is that many employed youth are under-employed. The Kenya Institute of Public Policy Research and Analysis (KIPPRA, 2009), observes that the rate of under-employment in Kenya stood at 21.4 percent in 2008, with slightly high levels in the rural areas stood at 24 percent. The report observes that the employed youth are often required to work long hours for low pay, more so in the informal economy, which absorbs less educated and skilled people. Table 1 below shows the unemployment rates by age and sex over a number of years. These rates show that unemployment for people in the 15-34 year age group has relatively increased or remained high over the years compared to other age groups.

**Table 1: Unemployment rates in Kenya by age and sex (1978, 1989, 1998/99, 2005/06)**

	1978	1986	1989		1998/99			2005/06			
Age	Total	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
15-19	26.6	36.2	13.2	11.9	12.5	21.8	26.4	24.3	22.4	27.7	25
20-24	18.5	29.2	12.5	9.8	11.1	19	33.9	27.1	21	27.3	24.2
25-29	4.8	8.6	6.3	5.7	6	8.2	21.6	15.5	13.5	17.9	15.7
30-34	2	2.7	3.6	4.1	3.8	4.8	16.8	10.8	6.1	9.2	7.5
35-39	1.8	2.1	2.8	3.4	3.1	5	11.8	8.4	6.9	8.3	7.6
40-44	0.7	0.7	2.6	3.3	2.9	7.8	10.6	9.1	6.4	6.4	6.4
45-49	1.1	2	2.5	3.4	2.9	4.9	12.5	8.2	4.9	6.5	5.7
50-54	1.4	0.9	2.7	4.4	3.5	6.3	11.1	8.7	4.9	4.4	4.7
55-59	1.5	4.1	3.2	5	4	14.2	12.7	13.5	4.8	3.2	4
60-64	3.2	-	4.2	7.7	5.9	7.5	15.7	11.7	4.2	0.8	2.5
<b>Total</b>	<b>6.7</b>	<b>9.7</b>	<b>6.5</b>	<b>6.6</b>	<b>6.5</b>	<b>9.8</b>	<b>19.3</b>	<b>14.6</b>	<b>11.2</b>	<b>14.3</b>	<b>12.7</b>

Source: Kiiru, J. et al, 2009.

Youth unemployment presents serious social, economic and political challenges for the country. Besides general inability of a significant part of the country's labour force to engage in economic opportunities, the high rate of unemployment among youth has partly been blamed for various incidences of violence in Kenya including the 2008 post-election violence.

### Where jobs are created in Kenya

The informal sector remains the largest employer accounting for over 75 percent of the total employment. In 2006, the informal economy grew by 6.5 percent creating an estimated 400,000 jobs. The formal sector on the other hand grew by just about 2.8 percent accounting for just about 50,000 jobs (KNBS, 2007, KIPPRA, 2009). In addition, the informal sector accounted for 85 per cent of the total number of employees in the manufacturing sector in 2005 (KAM, 2006).

Since the youth account for more than 60 percent of the total labour force, they ought to take up the bulk of the jobs being created in the sector. Table 2 below shows trends in employment in the formal and informal sectors from 1988 to 2008.

**Table 2: Employment trends in the formal and informal sectors in Kenya (1988-2008)**

Year	Total Employment (millions)	Proportion of total (percentage)	
		Formal	Informal
1988	1.73	77.5	22.5
1989	1.79	76.2	23.8
1990	1.89	74.4	25.6
1991	2.55	56.4	43.6
1992	2.75	53.1	46.9
1993	2.99	49.2	50.8
1994	3.36	44.9	55.1
1995	3.86	40.3	59.7
1996	4.31	37.3	62.7
1997	4.70	34.9	65.1
1998	5.10	32.9	67.1
1999	5.49	30.7	69.3
2000	5.91	28.7	71.3
2001	6.36	26.3	73.7
2002	6.85	24.8	75.2
2003	7.33	23.6	76.4
2004	7.99	22.1	77.9
2005	8.50	21.3	78.7
2006	8.99	20.7	79.3
2007	9.47	20.1	79.9
2008	9.94	19.5	80.5

Source: Omollo, J., 2010.

Research has shown that youth are ill-equipped to enter the job market. They lack requisite skills and adequate education which partly explains why they are largely under-employed. Omolo, (2010) also notes that one of the key challenges facing the Kenyan youth is lack of necessary education, relevant training and the knowledge and skills required to enhance their absorption into the labour market. Related to this is the tendency for employers to want to employ experienced personnel, yet most youth lack experience. Without skills, youth cannot get jobs and consequently any experience. This therefore paints a gloomy picture on the capacity of youth to claim and actually take up the jobs being created in the formal as well as in the informal sectors.

Notably, there has been little effort in addressing the skills' inadequacies among the youth. According to Omolo, (2010), the effective coordination between education, training institutions and industry is critical for skills' development and the resultant employability of the youth and the entire labour force. In Kenya, however, there are limited linkages and collaboration between education and training institutions, on one hand, and industry, on the other hand. Besides this loose linkage, education and training in Kenya has been poorly responding to gradual technological and social changes. Policy reforms have been focusing mainly on primary, secondary and university education, with relatively minimal attention to the role played by Technical, Industrial, Vocational and Entrepreneurship Training (TIVET). TIVET has therefore suffered poor funding from the central government and from development partners over the years (ROK, 2007).

This can clearly be seen from a closer look at the enrolment trends at various education levels. Table 3 below shows transition rates at various levels in the period 2004-2008 and reveals the wastage resulting from transition rates from one level to another. TIVET is ill-equipped to provide the training needs of children and youth dropouts at various levels.

**Table 3: Enrolment analysis by level of education and gender**

Year	2004		2005		2006		2007		2008	
Levels/Gender	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
ECD	823.4	804.3	830.8	812.3	866.4	805.9	876.1	814.9	885.3	834.9
Primary	3,815.5	3,579.3	3,902.7	3,688.8	3,896.6	3,735.5	4,261.0	4,069.1	4,358.7	4,205.1
% (Pri to ECD)	463	445	470	454	450	464	486	499	492	504
Secondary	490.5	435.6	494.2	439.9	546.1	484	638.7	541.6	746.5	635.7
% Sec to Pri	13	12	13	12	14	13	15	13	17	15
University	57.9	33.6	58.8	33.5	68.3	43.8	70.7	47.6	73.5	49.3
% Uni to Sec	12	8	12	8	13	9	11	9	10	8
Technical	34.9	33.2	36	34.4	36.5	34.6	38.9	37.6	43.9	41.3

Source: KNBS, 2009.

The data shows that only about 15 percent of children enrolled in primary schools eventually join secondary schools. Similarly, of those that join secondary, only about 10 percent join university. Similar trends are seen in RoK, (2007). The report notes that the estimated gross enrolment at the secondary school level in 2007 stood at approximately 1.0 million students. This gives an average annual output of 250,000 which was the expected candidature in KCSE for the year 2007. Only 25,000 of these would have obtained a chance to enrol in the public and private universities locally. Therefore, together with another 5,000 who would have joined universities in foreign countries, just about 12 percent had access to university education. Out of the remaining 220,000 (88 percent), only about 60,000 (24 percent) were absorbed by middle level colleges. The rest, that is 160,000 (64 percent) of the candidates move out of the school system.

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## 2.3 Implications at the local level: TIVET<sup>2</sup> training and the youth

Limited admission capacity of institutions of higher learning, poor linkages between formal education and informal training, the limited number and poorly equipped technical and vocational training institutions have significantly contributed to the large number of young people without any demand-driven skill. Besides, the cost of learning in TIVET institutions is beyond the reach of most people yet there are no bursaries for TIVET trainees and Government subsidies to these institutions are barely adequate to cover tuition fee. Usually, the young people who are not able to proceed with formal education after primary or secondary levels or those that drop out of school for varied reasons are left with a limited range of options. They end up forming the vulnerable candidates for Child labour and WFCL.

This situation can only be worse in rural districts such as Kilifi that are faced with elevated levels of poverty and poor infrastructural development. According to the Kilifi District Development Plan 2008-2012, the total enrolment in primary schools in 2008 stood at 108,171 pupils while that of secondary schools stood at just about 8,126. Notably, records availed by the Kilifi Youth Office show that enrolment in the 13 youth polytechnics in Kilifi County was estimated at 667 trainees in 2011<sup>3</sup>. This translates to an average 51 students in each polytechnic. This mirrors the situation in the national level where many young people drop from the formal education system but lack proper mechanisms to enable them acquire requisite skills to enable them actively and decently participate in the labour market.

The general public remains largely unaware of some of the skills training opportunities available. For example, the government through the Ministry of Youth and Sports reasonably subsidizes training in government polytechnics. For each enrolled student, the polytechnics receive an estimated KES 15,000 (USD 150) each year. This is well over 50 percent of the tuition fee payable. Yet, consultations with members of youth groups in Kilifi indicated that they were not aware of such subsidy.

Additionally, training institutions are few and relatively inaccessible to many young people in Kilifi County. There are 13 polytechnics spread across Magarini, Malindi, Kilifi, Ganze and Kaloleni but distances may be a challenge to the youth in the interior parts of the county. The cost of training could also pose significant challenges to many people. This situation is compounded by the increased conversion of middle-level colleges, especially national polytechnics and technical institutions into public universities. This has significantly reduced training facilities and consequently weakened the technical and vocational training among the less advantaged populations.

TIVET training on the other hand is not matched to needs in the industry/market. This fact is also noted in government reports. The Kenya TIVET Strategy Report (RoK, 2007), for

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<sup>2</sup> TIVET institutions include National Polytechnics, Technical Teachers Colleges, Institutes of Technology, Technical Training Institutes, Industrial Training Centers, Youth Polytechnics, Vocational Training Centers and other Private Commercial Colleges.

<sup>3</sup> Estimates based on enrolment data for 2<sup>nd</sup> year trainees in 2011.

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instance notes that the current curriculum structure for TIVET and some of the contents of the syllabus are outdated. The syllabi were designed and developed by the government more than a decade ago (RoK, 2007), while the type of technology currently in use is very different. In addition, the equipment and other training facilities are old, worn-out and outdated. Generally courses offered in most of these institutions are out of touch with the market while trainers lack adequate skills and experience due to limited exposure to emerging technology. Trainers are also insufficient in certain skill areas. Inadequate quality assurance mechanisms in TIVET, also contribute a great deal to the poor curriculum delivery. This is especially so given the many private commercial colleges that have mushroomed to fill the gap in skills training. Graduates from these institutions are therefore inadequately equipped for the labour market. This calls for more deliberate efforts to improve training in TIVET institutions.

Given the situation of TIVET training, most people in the lower end market and the vulnerable populations rely on vocational on-the-job training or informal training through attachments as apprentices. Although these form a significant component of training, its linkage to the certification process is weak and unclear to majority of people. Young people undertaking training through apprenticeship for instance, often settle for low pay and job insecurity since they have no certificates. This is despite the fact that the TIVET structure offers opportunities for this systematic progression. Lack of information and costs of training often hinder trainees from furthering their skills.

Finally, Kenya legal provisions pose yet another challenge to the employment of youth and older children. Kenya has ratified both the ILO Conventions 138 (Minimum Age) and 182 (Worst Forms of Child Labour). Following the ratification of the United Nations Convention on the Rights of the Child (UNCRC) and the Africa Charter on the Rights and Welfare of the Child (ACRWC) in 1989/90, Kenya enacted the Children's Act in 2001, which combined all pieces of legislation on children's issues. Notably, the Minimum Age Convention 138 places on the ratifying countries the obligation to fix the minimum age and defines a range of minimum ages below which no child should be required to work. In all cases though, a child will not be allowed to work if they are below the age of completion of basic or compulsory schooling.

In line with this convention, the Employment Act in Kenya allows for children aged 16 to work. Work done by children aged between 16-18 years is however meant to be light and not hazardous work. Neither should it be a substitute for schooling and growth or holistic development of the child. The average age of primary school completion is 14 years while that of secondary school completion is 18 years.

On the other hand, the Children's Act defines a child to be someone below the age of 18 years. This means that someone aged 16 and allowed to work under the Employment Act is technically a child before the law. The implication is that such a person cannot be issued with an identity card since she or he has not reached the recognised age of consent and thus cannot be legally contacted or employed. Financial institutions would also regard anyone below 18 years as a minor and therefore not allowed to open a bank account. This further complicates employment opportunities for older children.

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### 3. Situation and needs assessment of children (15-17 years)

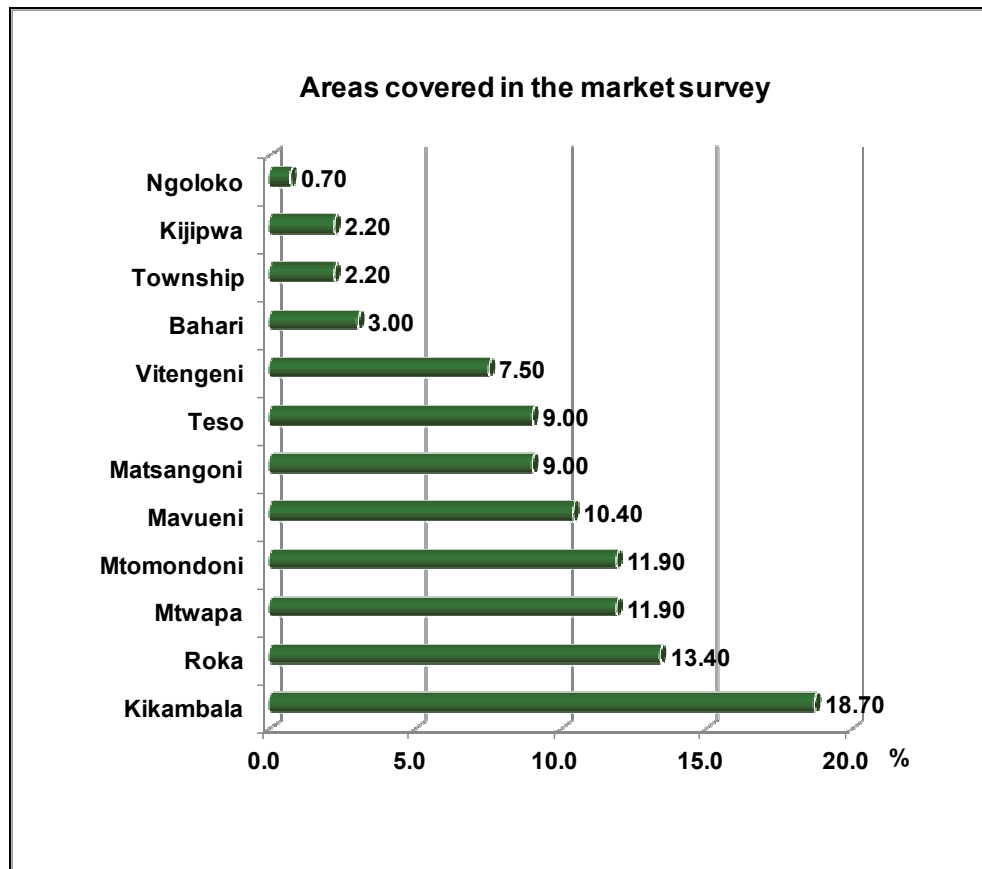
This section presents findings from interview with children and other stakeholders in Kilifi. It analyses and compares the views and opinions of the various stakeholders in the labour market and the situation of older children aged 15-17 years.

#### 3.1 Background information on older children (15-17 years)

##### Distribution of respondents

Although the projects aimed at focusing its interventions in Mtwapa and Bahari, the market survey sought to target older children from across the county. This approach was influenced by three factors. The first was the settlement pattern showing a highway bias type of settlement with high population concentrations along the Mtwapa-Malindi highway. This was, for example, noted in areas such as Mtwapa and Bahari. Second, this settlement pattern has a strong influence on the county's migratory trends with most people opting to move towards the two areas (Mtwapa and Bahari) in search of livelihood opportunities as well as markets for various local products. Third, discussions with project staff revealed that the project was open to stretching to other vulnerable areas of the county. Consequently a total of 12 areas were covered in this survey as shown in Figure 2 below.

**Figure 2: Distribution of respondents**

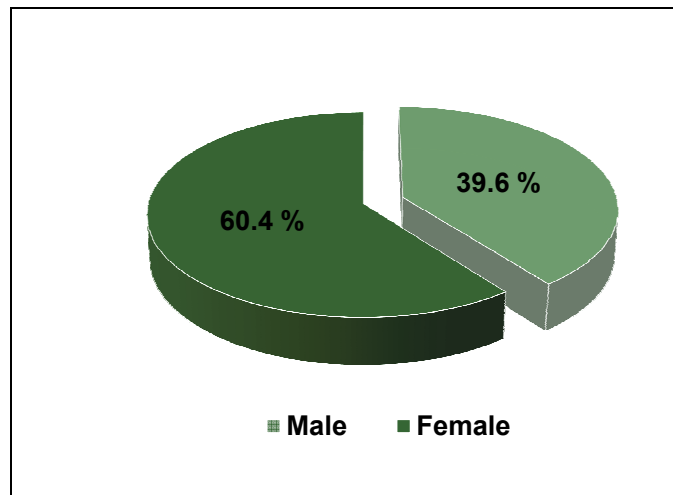


Both Township and Bahari accounted for small percentages of respondents despite the fact that they had more population concentration. This was because schools were closed and thus there were fewer children. This was also confirmed by parents and other stakeholders. More girls were interviewed compared to boys as shown in the figure below. While the opposite was the expectation given that in the age cohort aged 15-19, boys in Kilifi are slightly more than girls (51.9 percent compared to 48.1 respectively), (KNBS, 2011), more girls responded to the mobilisation and interviewing compared to boys.



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**Figure 3:     Number of respondents by sex**



### **Age**

Almost all of the older children interviewed (94.8 percent) were aged between 15 and 17 years. This was the target age for the survey and consequently for the mobilisation. A couple of children nevertheless fell in lower ages.

### **School attendance**

While most of the children reported that they were attending school at the time of the survey, about 23 percent of them reported that they did not attend school consistently. A significant 17 percent further reported that they miss school to undertake casual labour for pay. Notably, none of the respondents including those that were not in school reported to have attained any technical or tertiary level of education.

Findings on school attendance were further confirmed by parents and other actors interviewed. These observed that high poverty levels and persistent water shortages forced children to join their parents for casual labour or to watch over their siblings as their parents went to labour. Others literally empathise with their parents and opt to secretly search for labour to supplement family income. Such were said to deceive their parents that they had gone to school but in actual sense they go to work. When they later in the day take food home, the source is usually considered secondary for a household that lacks an alternative source.

### **Who they lived with**

A majority of the respondents, 78.2 percent, lived with their parent(s). A significant 17.3 lived with a guardian such as aunts, uncles or grandparents. Another 3.1 percent reported that they either lived alone or with their siblings. Only about 2 percent reported that they live with friends or well-wishers. Stakeholders interviewed further reported that there were many children who lived in charitable children's institutions.

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## Who pays for basic needs?

Respondents were further asked to state the person who pays of their basic needs such food, medical, clothing, education, shelter and water. The findings on this are shown in the Table 4 below.

**Table 4: Source of support for basic needs**

Who pays	Percentage share of the respondents						
	Food	Health	Clothing	Education	Shelter	Water	Total
Myself	4.5	4.5	8.3	7.5	3	4.5	5.3
Parents	74	76	73	71	76	74	74
Siblings	2	2	3	3	2	3	2.5
Relatives	19	17	15	15	18	18	17
Well wishers	0	0	0.5	0.5	0.5	0	0.25
Other	0.5	0.5	0.5	3	0.5	0.5	0.9

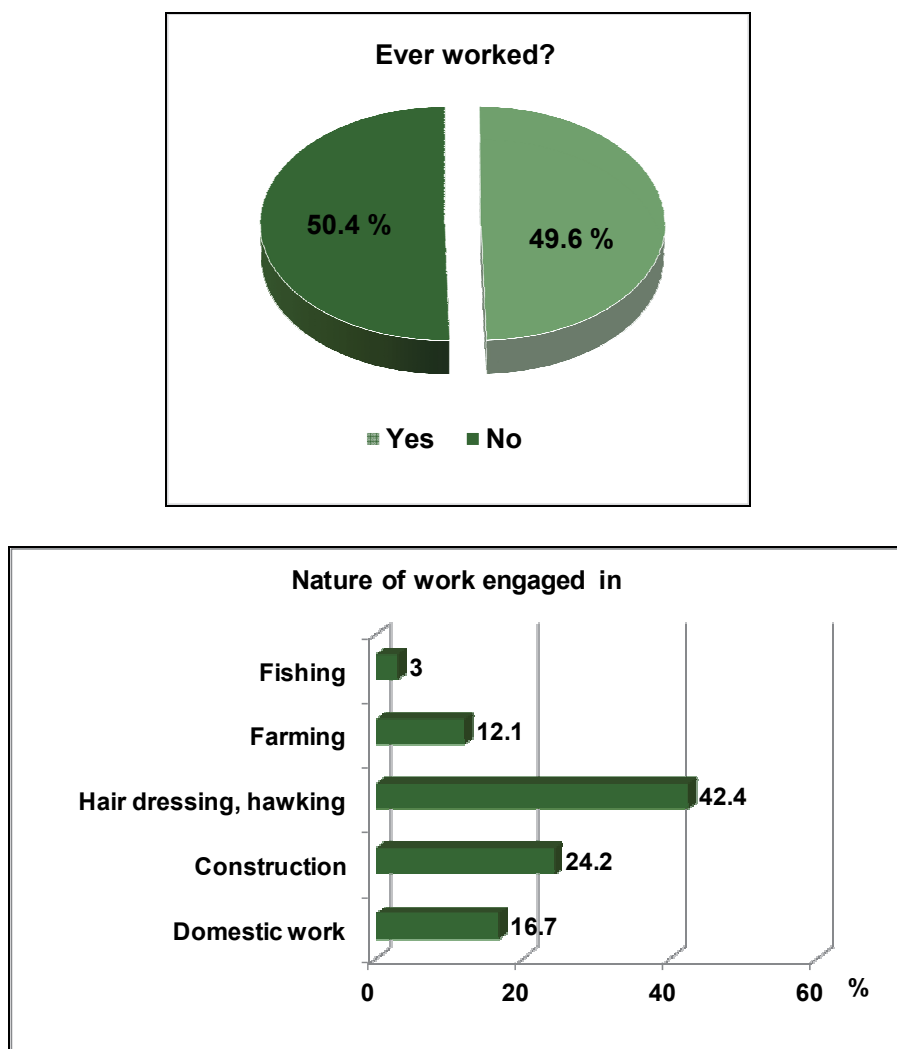
From this data, parent(s) met the bulk of the basic needs for children in the county. But about 17 percent reported that their relatives met their basic needs. It is significant that 5.3 percent of the respondents personally met their own basic needs. This does not in any way negate the fact that children are involved in economic engagements to supplement the family income or secure income for their own use.

## Work history

Half of the respondents indicated that they have at one point or the other worked as shown in the figure below. Asked if they were employed or self-employed, 78.8 percent reported that they were employed while about 18.2 percent reported that they were self-employed. Some stakeholders, including project partners, noted that this finding could be an understatement since child labour according to is a consequence of abject poverty in the county. The situation also affects children who consistently attended school but engage in various casual activities over the weekend to earn money.

Asked the nature of work they were engaged in, 42.4 percent of the children reported that they had been involved in small scale businesses such as hawking of water, cashew nuts and sweets and hair dressing. Another 24.2 percent had engaged in construction work, while 16.7 percent reported to have been involved in domestic work. A significant 12.1 percent said they had undertaken farming related types of work which include tilling. This finding does not include children who work in their own households, a situation often not seen as child labour by many.

**Figure 4: Working history**



### **Working conditions**

Consultations with stakeholders and children in groups revealed that the conditions they worked in are deplorable. Children are, for instance, overworked and underpaid. They consistently face serious risks such as injuries and fractures in construction works, mining, and *boda-boda* riding where they work without protective materials. This causes respiratory disorders to most of them. Domestic workers were noted to work for long hours besides being subjected to physical, sexual and psychological abuse and lack of medication. Information from people consulted noted that house-helpers work for about 17 hours on a typical day. Children facing commercial sex exploitation on the other hand were noted to have low bargaining power, which leads to risks of infections with sexually transmitted illnesses and physical and psychological abuse.

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76 percent of the respondents reported that they were not currently working while about 24 percent reported that they were working in small scale businesses (41.4 per cent), construction (24.1 percent) and domestic work (17.2 per cent). Another 6.9 percent reported that they were involved in farming and fishing activities. This finding is significant given that it mirrors findings from key informants interviewed who stated that building and construction was one of the sectors with numerous employment opportunities in the county, especially within the key towns. Many older children are opting to engage in what was referred to as 'mkorogo' perhaps in reference to mixing of ballast at the construction sites. These activities are by nature labour intensive.

### **Summary on the background on respondents**

From these findings, it is evident that the distribution of the respondents across the different areas across Kilifi could have significantly balanced findings about their background. Further, it was also reported by one key informant that most children will not reveal it, even when they are not in school. This manifested itself when mobilisation of children not in school was being carried out as few admitted that they were out of school.

Most children lived with either one or both parents. This portrays a positive picture, at least, in as far as addressing the needs of vulnerable children is concerned compared to a situation where older children withdrawn from WFCL would have to fit in, say, foster homes. This therefore lays a good framework for a comprehensive approach to addressing the needs of most of the target group. Indeed, it is just about a percentage of children whose needs were met by people outside the family.

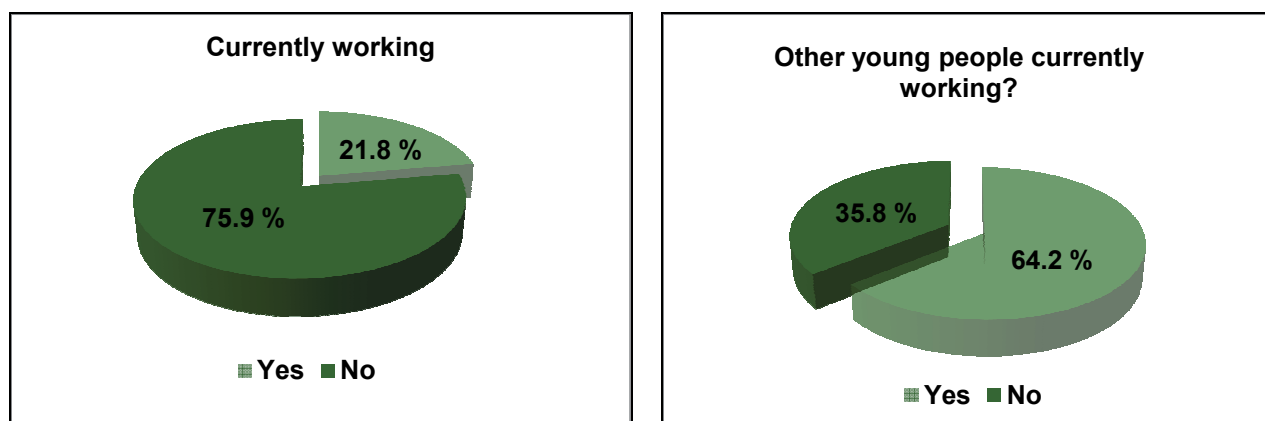
Finally, half the older children interviewed had some work history both as employed and self-employed workers. In line with the views raised by key informants, this figure could actually be overly conservative given that many understand that they are actually meant to be in school and are therefore hesitant to report that they were currently working. Further, child labour is highly concealed by the children and their families as well as by employers.

## **3.2 Knowledge on the labour market**

### **Other young people that were working**

Respondents were first asked if they knew other young people of their ages who were working. Interestingly, 64.2 percent answered in the affirmative. Interestingly, just about 22 percent had reported that they were currently working in a previous question. This further confirms views by some key informants that young people and children in labour and or out of school will tend to conceal what they were actually engaged in. This contrast is shown in Figure 5 below.

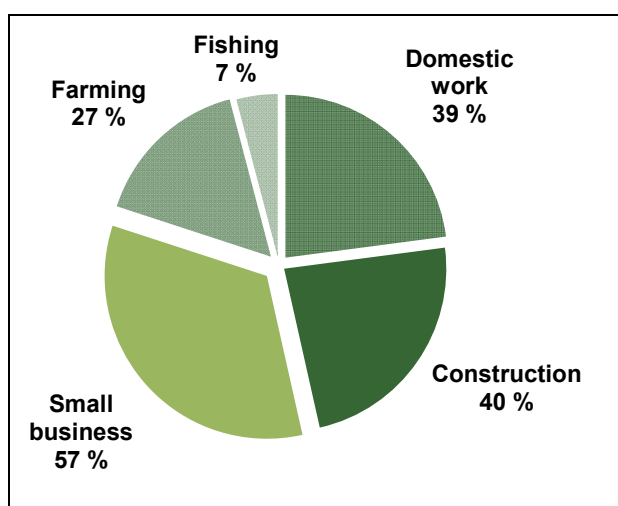
**Figure 5: Older children working and those who know others who work**



### Types of work they do

When asked the kind of work that other older children were engaged in, 57 percent said small scale businesses, and about 40 percent said construction and domestic work respectively. This is shown in Figure 6 below. Stakeholders confirmed this and noted that children were involved in all manner of activities including mining, domestic work, charcoal selling, begging, herding and commercial sex.

**Figure 6: Work done by other children**



### Getting a job

About 71 percent of the respondents said it was not easy for older children aged 15-17 years to get jobs. About 40 percent of these respondents said this was mainly due the age limit for workers. Another 27.7 percent said the major reason was inadequate knowledge and skills

to access job opportunities. A significant 17 percent reported that job opportunities were too few in the county.

About 27.6 percent said it was easy for this age group to get jobs because they can offer cheap labour and that casual jobs were readily available. This is shown in the Table 5 below.

**Table 5: Reasons why it is easy or difficult to find a job**

Why it is easy to get a job	Percentage	Why it is difficult to get a job	Percentage
Due to availability of casual jobs	45.9	Age limit	39.4
Due to cheap labour	40.5	Lack of adequate knowledge and skills	27.7
Due to poverty (people not choosy)	8.2	Few job opportunities	17.0
Did not have any reason	5.4	Corruption in getting jobs	5.3
		Disability, more older people,	5.3
		Did not give a reason	5.3
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>

These findings mirrored those by government officers and parents. Government officers said children of this age were supposed to be in schools. They nevertheless observed that those that cannot re-join school would better fit in casual jobs but with proper monitoring of the environments that they work in. They further noted that many employers would not engage people below the age of 18 years primarily because they did not have identity cards and were still regarded as children. Parents on the other hand reported that opportunities for older children withdrawn from child labour were to be found in activities such as construction, transport related jobs such as motorcycle and bicycle (*boda-boda*) operators, street vending of water, ice cream sweets and paper bags and domestic work.

On their part, older children said that some of the jobs that people their age could easily get included opportunities in small scale businesses (34 percent), domestic work (30 percent), farming (17 percent), and in the construction industry (16 percent). Notably, opportunities in the fishing industry were only mentioned by 2.7 percent of the respondents. White collar jobs were the most difficult jobs to get according to 81 percent of the older children. These views mirrored those by parents and other stakeholders interviewed who noted that opportunities for older children are limited by lack of skills and age.

### **Dream jobs**

The most preferred jobs for these respondents were mainly white collar jobs such as medical related jobs, engineering, teaching and the armed forces. To most of the respondents, the yearning for these jobs was the need to serve the community as mentioned by about 39 percent of them, while

about 25.4 percent indicated that they preferred them because of their good remuneration. This points out to the fact that these children do have aspirations and it only makes sense to support them in realising their dreams. This, therefore, calls for closer linkages between TIVET and formal training and certification systems, if the dreams by these children are to be realised.

Notably, 57.5 percent of them knew that one would need technical and professional training to be able to carry out this type of work, but a significant 26.1 percent did not know the nature of training that such professions required. Generally, the respondents were conversant with the facilities where training for such jobs could be offered. Pwani University College and other technical colleges such as Shanzu Teachers College and Kenya Medical Training College topped the list of those mentioned. These examples are a clear testimony of how children without formal certificates are locked out from furthering their training. To the children, the mentioned colleges are the most visible and perhaps the only known avenues to acquire technical skills required before they could attain their dream jobs.

Asked what jobs they would want their children to be involved in, parents mentioned clerical jobs in government offices, companies and industries in the area such as the Kilifi Plantation and Kenya Cashew Nuts factory (following its revival) and jobs in the hotel industry. Others were motor vehicle repairs, welding and electronics, tailoring, hair dressing, sale of second hand (*mitumba*) clothes, food outlets (*kiosks*) and grocery stores. Parents were aware of a range of training facilities including polytechnics, garages and tailoring schools but noted that most of them shy away from these facilities because of the high costs of training.

Majority of the older children, parents and stakeholders were unanimous that training generally improves someone's ability to perform well in jobs. But they also noted that insufficient knowledge of the job market, type of skills required and lack of financial resources to pay for training were the main challenges that prevented the children from getting jobs. Other challenges mentioned were corruption and drug abuse as shown in Table 6 below.

**Table 6: Challenges that prevent older children from getting jobs**

Challenge	Percentage
Insufficient knowledge on labour market and skills requirements	52.4
Lack of resources to pay for training	23.1
Age	13.5
Corruption	8.0
Drug abuse	3.0
<b>Total</b>	<b>100</b>

When asked if they would rather be employed or self-employed, 61.9 percent would rather be self-employed compared to 38.1 percent who would rather be employed.

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Omolo, (2010) reports that lessons from programs implemented by various countries targeting youth unemployment in particular, showed that training is the dominant form of intervention used to integrate young people into the labour market. He notes further that such training interventions are often targeted at low-income or poorly-educated young people, particularly in less developed countries.

### **Summary on knowledge of the labour market**

Evidently, the survey findings show that older children, the parents and stakeholders are knowledgeable on the demand and supply dynamics of the labour market in the county. Children, for instance, concur with the parents and stakeholders that age and inadequate skills conspire to deny them opportunities to work. But children are also aware that casual work, which does not require any skills, is available for people like them, and this is what they may easily access, compared to white collar jobs that require skills and formal training.

But children still have dreams of their ideal jobs, with most of them white collar. They are also aware of the nature of training required before one can access such jobs. Parents would also wish their children to engage in white collar jobs and or self-employment where they run their own small business. This was also the choice that over 60 percent of the children would choose.

All respondents were in agreement that training helps in improving one's chances of getting a job and perform well. They also had some relevant information on the available training facilities albeit scanty. Parents however maintained that the costs of training are high and inaccessible to most of them.

### **3.3 Opportunities for skills training**

#### **Training outside formal training**

Even though 96 percent of the respondents had at some point attended formal schooling, 88 percent did not have any additional training. Of the 8 percent or so that reported to have had some additional training, some had trained in tailoring and dressmaking, while others had trained in electronics or hair dressing or cookery. Almost all of them had gone through apprenticeship training in the informal sector. None had sat the trade test examination. Notably, these skills were also available for training in TIVET institutions.

#### **Benefit from the training**

Half the respondents with additional training were able to get a job after the training while 21.4 percent reported that they gained more knowledge. Another 14 percent reported that they started a business after the skills training.



Asked if they would wish to train in another course, 69 percent of all respondents answered in the affirmative. These further gave examples of the courses they would be interested in as shown in the Table 7 below.

**Table 7: Other skills of interest**

Other skill one would wish to train in	Frequency	Percent
Technical training (tailoring, dress-making, carpentry)	49	53.3
Professional training (medicine teaching, nursing, law)	33	35.9
Computer skills	8	8.7
Agriculture related skills	2	2.2
Total	92	100

Notably, agriculture seems to be of little interest to the older children. This is irrespective of the fact that it has readily available initial inputs. Agriculture is also one of the main economic activities in the county with limited number of industries. Over 70 percent of the population in Kilifi district is also settled in the rural areas.

However, children still preferred professional courses as a means to improve their livelihoods. One reason for this could be that they see no hope in agriculture which their parents have always engaged in yet there is nothing much to show for it. This alludes to the weakening significance young people continue to have on agriculture, largely because of the sector's slow pace in modernising its activities and perhaps failure to explore more opportunities besides primary production, whose returns are relatively low.

The preferred courses were deemed important for various reasons including acquisition of skills to start a business, good remuneration, and general acquisition of knowledge. Professional training was mainly mentioned by older children still in school while the other courses were largely mentioned by those out of school. Most of the out of school respondents noted that training costs were prohibitive. In addition, those who thought it was not important to train in another course gave varied reasons such as one needs to concentrate in one skill as mentioned by 36.6 percent, while another 22 percent said that it would be a waste of time.

### **Summary and conclusions on opportunities for skills training**

Children in schools were not keen on additional skills training perhaps because their focus was on formal education. However, traditionally known skills offered in youth polytechnics and other commercial colleges topped the list of skills that respondents would wish to train in. Notably, there was no linkage between acquisition of skills and the need to bridge to formal certification. Rather, training was seen as offering a basis for economic engagement. It is no wonder that the few that had trained in a skill had not sat the trade test. It is also worth noting that agriculture related training was not popular among the youth. Granted,

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parts of Kilifi county fall in arid and semi-arid lands with low potential in agriculture, but agriculture still accounts for a good percentage of the county's economy.

### **3.4 Access to social protection**

According to the World Bank (2001), social protection can be viewed as interventions that assist poor individuals, households and communities to reduce their vulnerability by better managing risks associated with livelihoods. The World Bank (2001) and Oduro (2010) note that the instability of the global economy, conflict, disease and climate change must be dealt with by countries, households and individuals in Africa. This is more the case in poor communities such as those in Kilifi County.

In addition, these reports observe that the focus on social protection must extend beyond better management of risks to include those individuals and groups who have difficulty in making ends not because of exposure to negative shocks but because they are old, have disabilities, have slipped into poverty because of lost opportunities or because of social inequalities that result in them being locked into exploitative relationships.

The ILO world social security report (2010a) notes there is adequate evidence to suggest that failure to fulfil people's social protection can result in increased poverty, higher levels of exclusion from access to health care and education, low access to employment and productive activities, an increase in the prevalence of child labour and in the spread of disease, such as HIV/AIDS.

Social protection has indeed been recognized as a human right. According to article 22 of the Universal Declaration of Human Rights of 1948, *"everyone, as a member of society, has the right to social security"*. Further article 9 of the 1966 International Covenant on Economic, Social and Cultural Rights also refers to *"the right of everyone to social security, including social insurance"*. ILO has similarly developed a series of Conventions on social security, the core being ILO Convention No. 102 of 1952, which is generally regarded as a primary international standard and instrument for defining and extending social security. The Convention includes minimum requirements for coverage and cash benefit rates.

Besides these provisions, social protection has also been a prominent issue in international forums. It was, for example, the central theme at the World Summit for Social Development held in Copenhagen in 1995, where governments committed themselves to *"develop and implement policies to ensure that all people have adequate economic and social protection during unemployment, ill health, maternity, child-rearing, widowhood, disability and old age"*.

According to the World Social Protection report 2010/11, 'social floor' or 'social protection floor' has been used to mean a set of basic social rights, services and facilities that the global citizen should enjoy. The United Nations (2009) further suggests that a social protection floor could consist of two main elements that help to realize respective human rights. The first is services: geographical and financial access to essential services such as water

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and sanitation, health, and education, while the second is transfers: a basic set of essential social transfers, in cash and in kind, as aid to the poor and vulnerable to provide minimum income security and access to essential services, including health care.

ILO, (2010b) observes that Kenya has not yet ratified Social Security (Minimum Standards) Convention, 1952 (No.102), nor subsequent Conventions 121, 128, 130, or 168. Currently, Kenya is not fulfilling the targets or minimum levels specified in the ILO Conventions. Nevertheless, social security is recognized as a right for all citizens in the Kenya Constitution specifically Part 2 of the Bill of Rights (Constitution of Kenya, 2010).

Social security schemes in Kenya are limited to formal sector workers. These include pension schemes that cover about 15 percent of the labour force including the National Social Security Fund (NSSF), occupational schemes and health schemes such as the National Hospital Insurance Fund (NHIF). Besides limited coverage of workers in the informal sector, some of the premiums paid in some of the schemes such as the NHIF remain high for the poor, effectively locking-out the most vulnerable. Other key social support mechanisms in place include the OVC cash transfer which covered just about 400,000 people in 2010, cash transfer to elderly that reached about 33,000 people in 2010. The coverage for both is low given that for example, the estimated number of vulnerable children in Kenya is 2.4 million (World Bank, 2009).

Kenya has a draft social protection policy whose objective is to improve the coordination, impact, scope and effectiveness of social protection interventions so as to create a social protection framework for all citizens. A number of reforms are also underway, aimed at expanding the reach by some of these schemes.

Besides the gap is total reach. Currently, social protection issues are handled by a number of different government agencies as well as non-government organisations. The former include the ministries of Agriculture, Local Government, Health, Special programmes, Gender, Children and Social Development, Education etc., government agencies such as National Aids Control Council. Other players are NGOs, international aid organisations such as the World Food Programme, the Red Cross, community-based organizations and faith-based organisations among others. This fragmentation poses serious challenges to the coordination and eventual effectiveness of the social protection mechanisms available to the detriment of the poor.

ILO, (2010b) observes that between 60 to 90 per cent of the Kenyan population – among them the poor, ill, unemployed and elderly, especially females – have an urgent need for social protection, the most in need being the informal sector workers and their families.

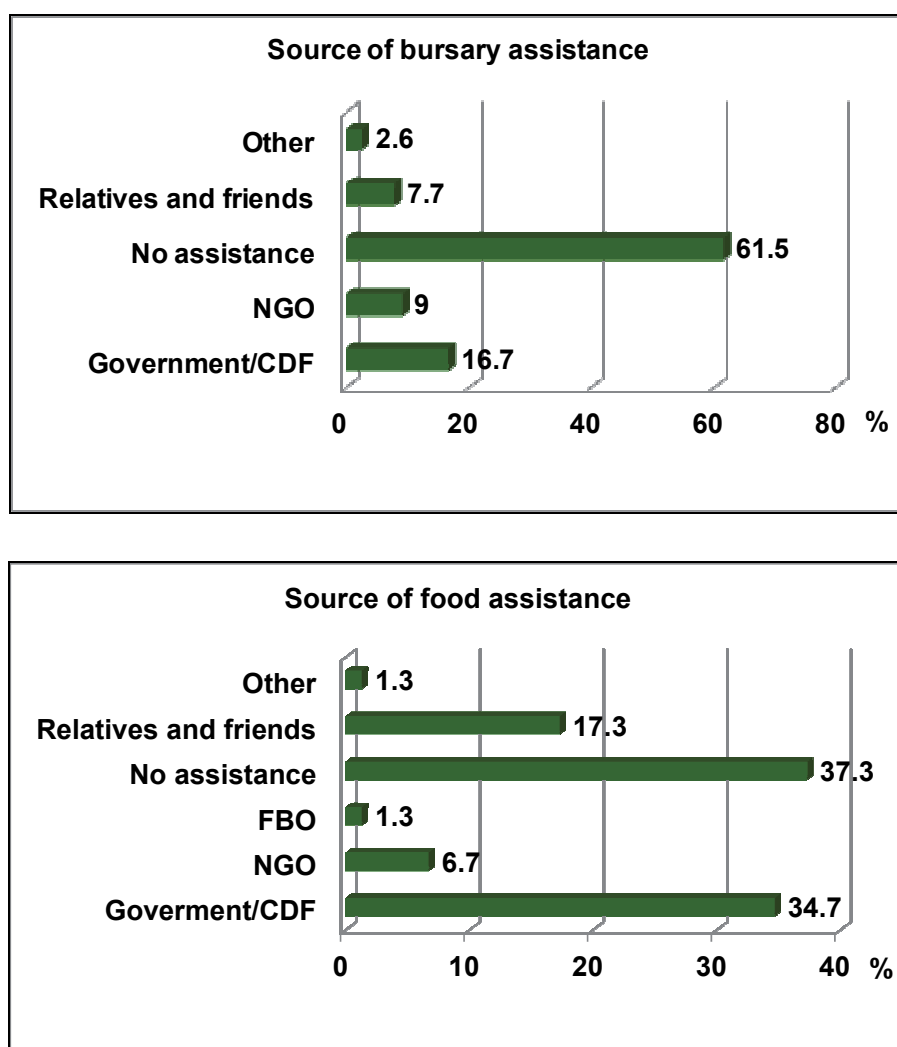
Kenya's overall spending on social protection of less than 2 per cent of GDP lags behind that of most developing countries that spend at least 3 per cent of their GDP on the same. In addition, social protection expenditure in Kenya is rather unbalanced with more than 57 percent spent on pensions for former civil servants, whereas social pensions do not exist and expenditure on social assistance for the poor amounts to less than 5 percent. This means that most of the poor have literally no access to formal social support mechanisms, and those that have hardly get enough to fully cushion them against shocks and emergencies.

This survey sought to establish the nature of social protection systems available to the older children and their families in Kilifi County. Issues of their knowledge and participation in National Social Security Fund and National Hospital Insurance Fund as examples of the common social security schemes were explored.

### Ever in need of a bursary

The survey findings show that more than half of the respondents have ever been in need of bursary or some food assistance as reported by 58.6 percent and 56.4 percent respectively. For those in need of bursary 61.5 percent did not get any assistance at all, while 37.3 of those in need of food assistance did not receive any assistance. Figure 7 shows the findings in more detail. Assistance for bursary was limited reflecting the opinion that cost of training is one of the most significant challenges faced by older children.

**Figure 7: Sources of bursary and food assistance**



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Notably, majority of the people in need of assistance never get it from those they approach further aggravating their situation and pushing them to more vulnerability.

Close to 80 percent reported that they go to government health facilities while the rest either go to private facilities, chemists or just buy drugs from shops. Similarly, parents and relatives meet the medical expenses of 94 percent of the respondents. Respondents further reported that family friends, neighbours and well-wishers were the main sources of medical support. This according to them, applies to majority of the people in their locality.

**Table 8: Source of support for medical needs most residents**

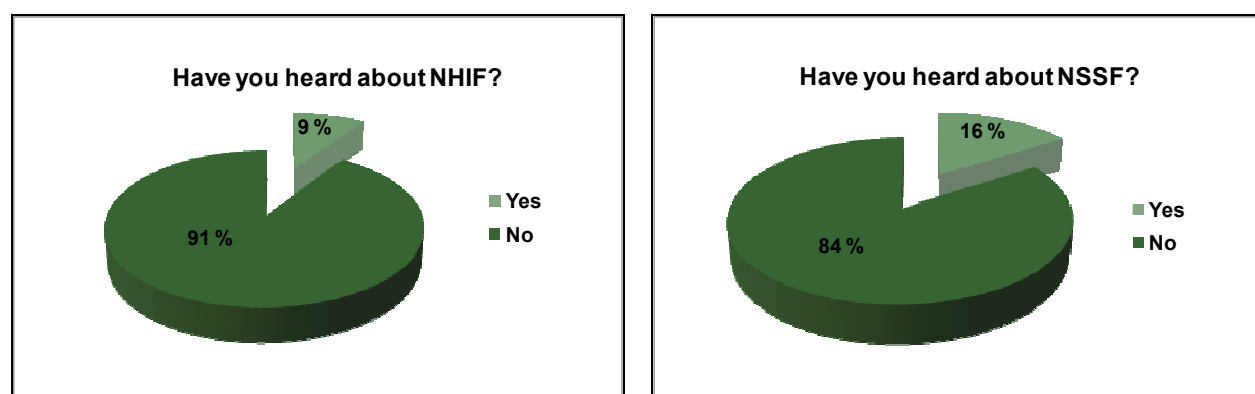
Source of support	Frequency	Percentage
Family and friends	45	43.1
Fund raising	35	26.3
Local area leaders	30	22.6
Neighbours	15	11.3
Other	4	3.0
Don't know	4	3.0

There is an obvious over-reliance on parents and family members for the provision of basic services. This is not tenable in poor communities where availability of basic needs is a challenge. It therefore means that emergencies push people to more vulnerability because often, available household assets are sold to, for instance, meet the costs of ill health or funerals. Disability or loss of income due to factors such as old age effectively condemns individuals and their families to perennial poverty.

### **Knowledge of NHIF and NSSF**

Many of the respondents did not know about NHIF and NSSF. 91 percent and 84.2 percent had not heard about NHIF and NSSF respectively as shown in Figure 8.

**Figure 8: Knowledge of NHIF and NSSF**



Of the 12 respondents who reported to have heard of NHIF, 5 understood it to mean medical insurance while the other 7 did not know what it meant. Similarly, of the 21 respondents who had heard of NSSF, only 9 understood it to mean saving for old age while all the others did not know what it meant. This implies that children are brought up knowing that family members are the only sources of their medical needs. There is therefore no motivation and or realisation for the need to save for such needs.

### **Membership to any youth group**

Only 24 percent of the children interviewed reported to be members of a youth group. However, parents interviewed reported that they belonged to various small groups, which enabled them overcome some recurrent needs. They nevertheless noted that capacity of these groups to assist them in the event of major needs is limited and people still rely heavily on the family and close friends for support.

Consultations with officers from the children department, Ministry of Education and Ministry of Gender, Children and Social Development revealed that the government supports a number of children through the Orphans and Vulnerable Children Cash Transfer (OVC-CT) programme and the Most Vulnerable Children fund in the Ministry of Education. But the coverage was limited. For instance, in 2010 Kilifi had a total of 83,742 households but only about 1,182 households (3,547 beneficiaries) or 1.3 percent of the total were benefiting from the OVC-CT. Notably, absolute poverty in Kilifi stands at 68.5 percent.

Other support mechanisms in the area include cash transfer for elderly persons. This benefited only about 750 households in 2008. Then there is the fee waiver for children less than 5 years in need of treatment from public health facilities. Women and youth funds are also available, but utilisation is low. There were estimated a 954 women's groups, 2,560 self-help groups and 515 youth groups in 2010. But of the 954 women's groups, only 23 women groups had benefited from women enterprise funds.

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## **Summary and conclusion on access to social protection**

Close to 90 percent of older children and their families in Kilifi County did not know of the existence of formal social protection systems such as NHIF or NSSF, leave alone the fact that they never utilize them. They rely heavily on social networks largely immediate and extended family and friends for shocks and emergencies. To some extent, a number benefit from government relief food and bursaries. These were however noted by parents to be insufficient.

The social protection schemes available for the vulnerable are a drop in the ocean and majority of children do not have access them. Nevertheless, parents especially women, reported that they had informal groups where they contribute small amounts of money which they share out alternately. These self-help groups also contribute in case a member is in need. But the amounts are small. Nonetheless such initiatives form a good basis for more support.





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## 4. Identified employment and economic opportunities

### 4.1 Introduction

The labour market survey sought to establish potential employment and economic opportunities that befit older children 15-17 years, withdrawn or prevented from WFCL, to decently and economically engage in the labour market. For this to be sustained, however, there is need to forge linkages to income generating schemes for families with children withdrawn from WFCL, or children prone to falling into labour.

### 4.2 Identified economic and employment opportunities

The present section therefore presents potential economic opportunities in Kilifi County. The potential in each of the activities is noted, as well as the potential target group. Some of the identified opportunities include traditionally known activities such as hair dressing, tailoring, and carpentry. But there are also emerging opportunities such as mobile phone repairs, motor cycle repairs, solar installation, and sale of fuel in the interior areas that were identified.

A number of green jobs and value addition opportunities were also proposed such as eco-charcoal, sustainable harvesting of naturally occurring products such as indigenous vegetables, baobab seeds and aloe, value addition of cashew nuts and fish among others. Most of these opportunities befit individual youths and youth groups while others could be appropriate for parents and caregivers and families of the withdrawn children. The ranges of opportunities available are presented in Table 9.

The Ministry of Youth and Sports supports entrepreneurial activities by the youth and will therefore play a central role in supporting some of the proposed activities.

**Table 9: Identified economic and employment opportunities**

Activity	Potential	Target group	Partners <sup>4</sup>	Skills requirements/provider
<b>Livestock rearing</b>				
Chicken/Turkey rearing	<ul style="list-style-type: none"><li>• Large market for chicken in Kilifi town and surrounding institutions</li><li>• Demand for turkey high in large tourist hotels</li></ul>	<ul style="list-style-type: none"><li>• Youth</li><li>• Parents</li></ul>	<ul style="list-style-type: none"><li>• Ken chic</li><li>• Feed sellers</li></ul>	<ul style="list-style-type: none"><li>• Skills in poultry rearing</li><li>• Ministry of livestock offers technical support</li><li>• Kenchic and other poultry farmers and farmer training centers can also offer training</li></ul>

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<sup>4</sup> Partner refers to institutions or organizations that would offer technical advice and in some cases training on the identified opportunities. This is based on their experiences or mandate in the case of government institutions.

Activity	Potential	Target group	Partners <sup>4</sup>	Skills requirements/provider
Rabbit rearing	<ul style="list-style-type: none"> <li>Increased demand for white meat by locals and hotels</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Livestock</li> </ul>	<ul style="list-style-type: none"> <li>Skills in construction of structure</li> <li>Skills in rabbit rearing</li> <li>Ministry of livestock offers technical support</li> </ul>
<b>Trade and services</b>				
Hair dressing/Kinyozi	<ul style="list-style-type: none"> <li>High demand for the service</li> <li>Limited training needs</li> <li>Start up cost manageable</li> <li>Capacity for group based start-up</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Local Hair Salons and Barbershops</li> <li>Youth Polytechnics</li> </ul>	<ul style="list-style-type: none"> <li>Hair dressing</li> <li>Offered through apprenticeship in the informal sector</li> <li>Also available in youth polytechnics</li> </ul>
Tailoring	<ul style="list-style-type: none"> <li>Demand for service rated as high</li> <li>Demand for uniforms especially in rural areas</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> <li>Care givers</li> </ul>	<ul style="list-style-type: none"> <li>Youth Polytechnics</li> <li>Local tailors</li> </ul>	<ul style="list-style-type: none"> <li>Skills in tailoring and dress making</li> <li>Offered through apprenticeship in the informal sector</li> <li>Also available in youth polytechnics</li> </ul>
Driving and motor bike riding	<ul style="list-style-type: none"> <li>Motorbikes main transport system in the area</li> <li>Most riders not trained</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Local driving schools</li> <li>Youth Polytechnics</li> </ul>	<ul style="list-style-type: none"> <li>Driving skills</li> <li>Basic vehicle maintenance</li> <li>Offered in accredited driving schools</li> </ul>
Motor cycle repairs and spare parts sales	<ul style="list-style-type: none"> <li>Increased demand for mechanics</li> <li>Large population of motorcycles in the area</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Youth Polytechnics</li> <li>Local Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Skills in repairs and knowledge of spare parts</li> <li>Offered through apprenticeship in the informal sector and in TIVET institutions</li> </ul>
Mobile phone repairs	<ul style="list-style-type: none"> <li>High demand across county</li> <li>Few trained experts</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Polytechnics</li> <li>Other technical institutions</li> </ul>	<ul style="list-style-type: none"> <li>Skills in software and hardware maintenance</li> <li>Training offered through apprenticeship in the informal sector</li> </ul>
Carpentry	<ul style="list-style-type: none"> <li>High demand for furniture</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> <li>Care givers</li> </ul>	<ul style="list-style-type: none"> <li>Polytechnics</li> <li>Local carpenters</li> </ul>	<ul style="list-style-type: none"> <li>Skills in carpentry and joinery</li> <li>Offered through apprenticeship in the informal sector</li> <li>Also available in youth polytechnics</li> </ul>
Masonry	<ul style="list-style-type: none"> <li>Boom in the construction industry</li> <li>Most youths working there are unskilled</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Polytechnics</li> <li>Building contractors</li> </ul>	<ul style="list-style-type: none"> <li>Skills in masonry and construction</li> <li>Offered through on the job training and in youth polytechnics</li> </ul>
Laundry services	<ul style="list-style-type: none"> <li>No laundry service in Kilifi</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of youth and Sports</li> </ul>	<ul style="list-style-type: none"> <li>Skills in laundry services</li> </ul>
Transport services	<ul style="list-style-type: none"> <li>Boda boda</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Ministries of youth, cooperatives and transport</li> </ul>	<ul style="list-style-type: none"> <li>Riding skills</li> <li>Repair skills</li> </ul>

Activity	Potential	Target group	Partners <sup>4</sup>	Skills requirements/provider
Food selling and packaging	<ul style="list-style-type: none"> <li>Large market for people in the construction sites</li> <li>Low capital investment</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> <li>Caregivers</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Agriculture</li> <li>Local authority</li> </ul>	<ul style="list-style-type: none"> <li>Skills in packaging</li> <li>Kenya Bureau of Standards certification Process</li> <li>Ministry of Agriculture- food economics department offers technical support</li> </ul>
Photography, video editing and shooting	<ul style="list-style-type: none"> <li>Area is a tourist attraction</li> <li>Few professional photographers</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Local Studios</li> </ul>	<ul style="list-style-type: none"> <li>Training in basic photography and video processing</li> <li>Done through attachments in photo studios</li> </ul>
Plumber	<ul style="list-style-type: none"> <li>Rise in settlements in major towns</li> <li>Demand for service with increased settlements</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Youth Polytechnics</li> </ul>	<ul style="list-style-type: none"> <li>Relevant skills</li> <li>Offered in youth polytechnics</li> </ul>
Electrical installation	<ul style="list-style-type: none"> <li>Rise in settlements in major towns</li> <li>Demand for service with increased settlements</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Youth Polytechnics</li> </ul>	<ul style="list-style-type: none"> <li>Skills in electrical</li> <li>Offered in youth polytechnics</li> </ul>
Sale of fuel	<ul style="list-style-type: none"> <li>Demand for petrol in rural interior from motorbikes</li> </ul>	<ul style="list-style-type: none"> <li>Youth/ groups</li> </ul>	<ul style="list-style-type: none"> <li>Local Petrol stations</li> </ul>	<ul style="list-style-type: none"> <li>Business skills</li> </ul>
ICT services/mpesa	<ul style="list-style-type: none"> <li>Increased demand for communication and money transfer</li> <li>Services not available in the interior though demand is high</li> <li>Increased use of computers, cyber cafes</li> </ul>	<ul style="list-style-type: none"> <li>Youth/ groups</li> </ul>	<ul style="list-style-type: none"> <li>Local service providers</li> <li>Polytechnics and commercial colleges for computer skills</li> </ul>	<ul style="list-style-type: none"> <li>Computer skills</li> <li>Offered by various computer colleges</li> <li>Some youth polytechnics offer basic computer training</li> </ul>
Performing arts and sports	<ul style="list-style-type: none"> <li>Increasing need for community sensitization on various issues</li> <li>Demand for performance of set books in schools</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Youth and sports</li> </ul>	<ul style="list-style-type: none"> <li>Skills in acting</li> <li>Need for linkages with organizations supporting this</li> </ul>
Car wash services	<ul style="list-style-type: none"> <li>Increased vehicles in major towns of the county</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li>Local authority</li> </ul>	<ul style="list-style-type: none"> <li>Use of pressure machines</li> <li>Business skills</li> </ul>
Artifacts, bead making pottery, basketry	<ul style="list-style-type: none"> <li>The thriving tourism sector offers good market for such products</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> <li>General community</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Youth and sports, Ministry of trade</li> </ul>	<ul style="list-style-type: none"> <li>Skills in art and craft</li> <li>Marketing skills</li> <li>On the job training</li> </ul>
<b>Green Jobs</b>				
Tree nurseries and planting	<ul style="list-style-type: none"> <li>Tree seedlings in high demand</li> <li>More emphasis on environment restoration</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> <li>Caregivers</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Environment</li> <li>Green belt Movement</li> </ul>	<ul style="list-style-type: none"> <li>Seedling management</li> <li>KFS offers technical support</li> </ul>
Sack gardening	<ul style="list-style-type: none"> <li>Area is arid and semi arid</li> <li>This can be an alternative source of vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Parents and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Requisite skills</li> <li>Ministry of agriculture offers technical support</li> </ul>

Activity	Potential	Target group	Partners <sup>4</sup>	Skills requirements/provider
Modern agriculture	<ul style="list-style-type: none"> <li>Communities can be encouraged and supported to adopt modern methods of farming &amp; fast growing crops</li> </ul>	<ul style="list-style-type: none"> <li>Parents and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Skills in modern agriculture</li> </ul>
Eco-charcoal	<ul style="list-style-type: none"> <li>Made from fast growing shrubs, coconut shells leaves etc</li> <li>Materials available everywhere in the county</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> <li>Care givers</li> </ul>	<ul style="list-style-type: none"> <li>Wild Living Resources<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>Skills in management and extraction of natural products</li> <li>Wild living offers training in Kilifi</li> </ul>
Eco-Tourism	<ul style="list-style-type: none"> <li>County is home to Arabuko Sokoke forest</li> <li>Area is a leading tourist attraction</li> </ul>	<ul style="list-style-type: none"> <li>Youths</li> <li>Community groups</li> </ul>	<ul style="list-style-type: none"> <li>Kenya Forest Service</li> <li>Ministry of Tourism</li> <li>Local authority</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities in Eco-Tourism</li> <li>KFS offers technical advice</li> </ul>
Bee keeping	<ul style="list-style-type: none"> <li>High demand for honey</li> <li>Bee wax for candle making</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> <li>Community groups</li> </ul>	<ul style="list-style-type: none"> <li>Kenya Forestry service</li> <li>Ministry of livestock</li> <li>Wild Living Resources</li> </ul>	<ul style="list-style-type: none"> <li>Skills in bee-keeping</li> <li>Skills in honey extraction and</li> <li>Skills in packaging and marketing</li> <li>KEBS certification</li> <li>Ministry of Livestock</li> </ul>
Fireless cookers/energy saving jikos	<ul style="list-style-type: none"> <li>Energy conserving</li> <li>Increasing demand</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li>Polytechnics</li> <li>Ministry of Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Making of fireless jikos</li> <li>Use of the jikos</li> <li>Ministry of Agriculture</li> </ul>
Mushroom growing	<ul style="list-style-type: none"> <li>High demand in hotels</li> <li>Can be dried and preserved easily</li> <li>Some species promote environmental conservation because they can only grow under certain conditions</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> <li>Community groups</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of agriculture</li> <li>KFS</li> <li>Wild Living Resources</li> </ul>	<ul style="list-style-type: none"> <li>Skills in mushroom growing</li> <li>Marketing skills</li> <li>Skills for preservation</li> <li>Ministry of Agriculture, KFS and Wild living</li> </ul>
Wood carving	<ul style="list-style-type: none"> <li>Demand for carved products</li> <li>Can promote sustainable harvesting of wood</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Wild living</li> </ul>

<sup>5</sup> Wild Living Resources is a non-governmental organization based in Kilifi that supports sustainable natural resource use and livelihood options. Through its business park, the organization offers practical and commercially viable working model of integrated land use that has realistic potential to create tangible livelihoods whilst conserving the natural resource base. The Business Park provides demonstration, the first of its kind in Eastern Africa, and a practical in-situ training facility for the capacity building of rural communities, and public and private sector support agencies on sustainable exploitation of naturally occurring materials.

Activity	Potential	Target group	Partners <sup>4</sup>	Skills requirements/provider
Green houses	<ul style="list-style-type: none"> <li>High demand for vegetables in the county</li> <li>Potential to maximize production</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li>Polytechnics</li> <li>Amiran company</li> <li>Ministry of Water</li> </ul>	<ul style="list-style-type: none"> <li>Skills in green house farming</li> <li>Skills in harvesting</li> <li>Use of chemicals</li> <li>Occupation safety and health</li> <li>Ministry of labour</li> </ul>
Fish farming/prawns	<ul style="list-style-type: none"> <li>Demand or fish is not met</li> <li>High demand for prawns in tourist hotels</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li>Fisheries Department</li> </ul>	<ul style="list-style-type: none"> <li>Fish farming</li> <li>Ministry of fisheries</li> </ul>
Solar energy	<ul style="list-style-type: none"> <li>Environment is conducive</li> <li>Few solar energy technicians</li> <li>Increased demand due to cost of power</li> </ul>	<ul style="list-style-type: none"> <li>Youth,</li> </ul>	<ul style="list-style-type: none"> <li>Polytechnics</li> <li>Solar panel dealers</li> </ul>	<ul style="list-style-type: none"> <li>Solar panel installation and repairs</li> <li>Youth polytechnics</li> </ul>
Biogas production	<ul style="list-style-type: none"> <li>Alternative source of energy whose demand is on the increase</li> <li>Few technicians to install the system</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Polytechnics</li> </ul>	<ul style="list-style-type: none"> <li>Biogas tapping</li> </ul>
Various natural products, e.g. baobab seeds, coconut oil, gums and resins, Aloe	<ul style="list-style-type: none"> <li>Wild Living Resources buys, adds value and markets various naturally occurring products sustainably harvested</li> <li>Organization based in Kilifi but buys materials from as far as Kilifi</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Wild Living Resources</li> </ul>	<ul style="list-style-type: none"> <li>Management and extortion of natural products</li> <li>Marketing skills</li> <li>Wild living in Kilifi</li> </ul>
Garbage collection	<ul style="list-style-type: none"> <li>Garbage collection not well organized in the area</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li>Local authority</li> </ul>	<ul style="list-style-type: none"> <li>Waste management</li> <li>Local authorities</li> <li>National Environment management authority</li> </ul>
Public toilet maintenance	<ul style="list-style-type: none"> <li>Youths can maintain and manage public toilets and bathrooms using harvested water</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li>Local authority</li> </ul>	<ul style="list-style-type: none"> <li>Occupational Safety and Health</li> <li>Ministry of labour</li> </ul>
Water harvesting	<ul style="list-style-type: none"> <li>Harvested water could be used in carwashes and in cleaning of public toilets</li> </ul>	<ul style="list-style-type: none"> <li>Youth groups</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Environment and Ministry of water</li> </ul>	<ul style="list-style-type: none"> <li>Water storage</li> <li>Water treatment</li> </ul>
<b>Value addition</b>				
Mangoes	<ul style="list-style-type: none"> <li>Plenty in the area.</li> <li>Juice processing</li> <li>Drying and packaging</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Skills in respective value addition</li> </ul>
Vegetables	<ul style="list-style-type: none"> <li>Many indigenous vegetables that can be dried and preserved</li> <li>Can increase incomes and food security</li> </ul>	<ul style="list-style-type: none"> <li>Community members</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Agriculture</li> <li>Wild Living Resources</li> </ul>	
Fish	<ul style="list-style-type: none"> <li>Minimal preservation takes place</li> <li>Can increase shelf life and improve food security</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Agriculture</li> <li>Fisheries department</li> </ul>	

Activity	Potential	Target group	Partners <sup>4</sup>	Skills requirements/provider
Cashew nuts	<ul style="list-style-type: none"> <li>Usually sold raw in and around Kilifi</li> <li>Simple roasting and packing can add value</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Agriculture</li> </ul>	
Various Natural Products	<ul style="list-style-type: none"> <li>Wild Living Resources has over 90 naturally occurring products that they process and package for sale in local and international markets.</li> </ul>	<ul style="list-style-type: none"> <li>Youth</li> <li>Community members</li> </ul>	<ul style="list-style-type: none"> <li>Wild Living Resources</li> </ul>	

While both the older children and their parents cited white collar jobs as the ideal kind of jobs, the opportunities mentioned above are mainly non-white collar. In reality, both the older children (15-17 years old) as well as their parents may have realized that white collar jobs are scarce and that blue collar jobs provide a haven of opportunities for growth. This may be because they may have noted that focused skills and some limited start-up capital is all that is required to start such ventures.

Economic opportunities and job creation avenues that bring fast earnings will turn out to be the most popular amongst them. In addition, most youth reported that they would rather be self-employed which implies that transport services, plumbing, electrical repairs, computer repairs and maintenance offer the best bet for youth. Other potential opportunities lie in the ICT sector and value addition.

### 4.3 Skills needs requirements

Technically, the target group will need the very basic of skills required in each of the chosen areas. This is based on the understanding that they possess little or no technical or vocational skills.

Broadly, entrepreneurial and life skills training will be instrumental in preparing the older children to join the labour market. These should cut across all the skills offered. More importantly, there will be the need to differentiate between skills required for employment and for business start-up. Simple but important business planning processes such as the need to maintain stable quantities that can attract buyers and linkages with financial institutions will need to be inculcated in the young people if they will excel in the choices they make.

In all cases, older children withdrawn or prevented from labour should of essence first and foremost be given an opportunity to decide what they wish to pursue. While many may choose to train in focused skills, some may choose to re-join formal schooling. Their wishes should be honoured and supported appropriately, for instance, by giving them learning materials, uniforms and ensuring their successful reintegration. Such support will need to be sustained and possibly higher level training supported for qualifying older children until they eventually cross-over to decent employment.

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From the survey findings, it is apparent that there is need to invest in changing the attitudes and mind sets that older children (15-17 years) as well as adults have towards certain skills, training opportunities and potential economic activities. The survey has shown that the children's dream jobs are white collar, with agriculture for instance, having less significance among the youth. This is irrespective of the fact that food security remains a challenge in the county. This attitude will need to be changed, but this can only happen if the activity is modernized to better respond to the needs of the young people.

Similarly, polytechnics and vocational training centres are looked down upon, yet with better management, they offer the most practical solutions to skills gaps among the young people. Vocational skills training through apprenticeship and on the job training especially in the informal sector is mostly not regarded as training. In fact, youths attached to this form of training are expected to start meeting their daily expenses because they are assumed to be earning some money. The government, through the Ministry of Youth and Sports, has taken measures to equip and modernize youth polytechnics. This, however, is not enough. It must be accompanied by deliberate awareness creation and community sensitization campaigns to educate people on the importance of skills training in improving job performance, opportunities available in the training institutions and the importance of institutions in skills development.

#### **4.4 Issues of relevance in support of employment and economic opportunities**

- Notably, formal employment for the target age group (15-17 years) may prove challenging primarily because of their age and lack of experience. An employment officer in the Ministry of Labour noted that employers always shy away from employing people without identity cards or those that have not attained the age of 18 years. This may nevertheless be taking place especially in the informal sector. Engagement of such young people is also often coupled with significant challenges. They, for instance, do not get formal contracts nor can they open bank accounts. Their jobs are therefore insecure and they often end up being underpaid and overworked.
- There is nevertheless potential for engagement of older children in self-employment in various activities within the county. Even though, they may remain unable to access some formal services such as banking and credit services, until they gain possession of identity cards.
- Support for the identified activities should be based on voluntary selection of opportunities by the beneficiaries. This should be preceded by thorough information sharing of the potential dynamics and realities and potential in each of the opportunities.
- Discussions with the officers from the Ministry of Gender and Social Development as well as those from the Ministry of Youth and Sports suggested that it is more sustainable to support the youth in groups. Even, though they also noted that youth groups are usually shaky and often formed without a common purpose. In the neighbouring Ganze for instance, some talk on possible funding

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for youth in groups prompted the registration of 55 youth groups within two months, all with the same constitutions and objectives. There is therefore need for a critical assessment and preparation of any groups to be supported. This process should also not be rushed.

- Group based support notwithstanding; individual support will need to be encouraged for opportunities listed.
- There is a general perception that youth in Kilifi dislike labour intensive work. This will need to be demystified through support for individual early adopters who can help change such attitudes and beliefs.



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## 5. Skills provision gaps

This report has already noted that skills possession by the young people in Kilifi is low. Wastage within the education system results in many drop-outs who further lack opportunities for skills training. A number of skills provision gaps were noted. These include:

### **General lack of knowledge of available opportunities for skills training**

There is a general lack of awareness on the opportunities available for skills training such as those available under TIVET more specifically the youth polytechnics. For instance, few know the courses offered and the subsidies provided by the government. Skills offered in these institutions include beauty therapy and hairdressing, computer skills, masonry, motor vehicle mechanics and electronics, electrical installation, while subsidies include annual tuition fee.

### **Capacity of youth polytechnics**

Local youth polytechnics offer the most accessible opportunity for young people without secondary level certificates to formally train in desired skills. Unfortunately, the role of these institutions has over the years been crippled by lack of facilities. The equipment in use in most of them is outdated and obsolete. Training using such equipment is pointless as they do not relate to what is generally available in the market. The facilities have also suffered shortage of staff. This has particularly discouraged even the few who would have intended to train in the institutions anyhow.

Skills offered in most polytechnics are the same ones offered more than a decade ago. The institutions are yet to embrace skills created by changes in technology such as mobile phone repairs, motorbike repairs, and solar energy installation among others. Further, the training programmes and timetables are rigid. The learning hours are long coupled with an element of formality similar to what one would find in a typical class room. This may discourage children withdrawn from child labour. Granted, there are currently numerous efforts to equip the polytechnics and modernise the nature of training.

### **Limited opportunities for training in agriculture and animal husbandry**

Training in skills in agriculture and animal husbandry is also limited. Available institutions offer training for KCSE certificate holders. Further, what is now Pwani University College used to offer training in agriculture but access to local young people is now limited after the institution was upgraded. Kenya Agricultural Research Institute only offers limited training, mainly focusing on demonstrations for organised groups.

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### **Vocational skills training though apprenticeship does not link to certification**

Vocational skills training in the informal sector through apprentices is common and relatively affordable. Unfortunately this is an end in itself. There is little or no training progression for people training at this level. Most for instance do not sit grade tests and even when they do, their progression from this level to technical institutions is not known to most people. This situation may need to be reversed through deliberate efforts to sensitise them on the need to sit the grade tests. They can manage to do this when they get personal earnings from the apprenticeship training earlier acquired.

### **Cost of training**

Though polytechnics are reasonably subsidized, community members still lament that the cost of training in the facilities is high given the widespread levels of poverty in the district. Other government and private technical institutions charge their fee at market rates, which are relatively higher.

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## 6. Identified possible partners and referral institutions

Different institutions, organizations and individuals will be instrumental to this project. This section therefore proposes a number of potential partners and their possible contribution.

### **Government**

#### ***Ministry of Youth and Sports***

This is the mother Ministry for youth affairs. Youth polytechnics fall under this ministry. It is therefore central in this initiative given the role the polytechnics will play in skills training. The ministry is also instrumental in supporting youth with credit and it can also offer support for alternatives such as sports, talent development and recreation which would not only be a source of income for some, but would also contribute to increased self-esteem among the youth. This would also be useful utilisation of their free time.

#### ***Ministry of Education***

The ministry will be instrumental in creating a conducive environment for children withdrawn or prevented from child labour and willing to be reintegrated back to formal schools. Notably, the ministry relaxed the age of entry into primary and secondary schools and older children have an opportunity to join the levels they qualify for.

#### ***Ministries of Livestock, Agriculture, Fisheries Department, Energy***

A number of identified potential opportunities fall within the mandates of these ministries. They will therefore come in handy in offering the technical support and guidance in preparing the young people to explore and exploit opportunities in their lines of work. They will also be key sources on information on emerging technologies, markets, etc.

#### ***Ministry of Gender, Children and Social Development***

This is the mother ministry for children and is in charge of monitoring the welfare of children in the district. It is also responsible for overseeing the OVC cash transfers to vulnerable children, besides directing and overseeing children protection services. The ministry further registers community groups including youth groups. It offers technical support for groups through training in group dynamics-conflict management, leadership, etc. The ministry will therefore play a major role in supporting groups in this project.

#### ***Formal training facilities/youth polytechnics***

Youth polytechnics will be the centres for skills acquisition.

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### ***Department for Industrial Training***

Ability for the trained youth to sit the trade tests is important in ensuring the systematic progression of their skills. The department will therefore play a significant role in facilitating this progression and possibly linking vocational training in the informal sector with formal certification processes.

### ***Other technical institutions***

These include the Kenya Agricultural Training Institute and Kenya Medical Training Institute among others. These will serve to offer technical support as well as training. Eventually, they will serve as recipients of youth graduating from the vocational training centers.

### **Private sector/NGOs**

#### ***Informal sector artisans***

Informal sector workers will play a significant role in first helping in withdrawing children from WFCL. There is also a huge potential in collaborating with the artisans as trainers of various skills. They will also strongly link with the polytechnics for attachments of the apprentices undergoing training in their businesses.

#### ***Formal industries/Private sector***

Formal industries could be approached to offer industrial attachments for the youth being trained. They could also be mobilised to financially support the training of older people in their areas. These will also act to prevent engagement of children in WFCL. Ultimately the private sector should be seen as a key market for the products to be produced by the trained youth.

#### ***Partner organisations SCOPE, MTG, and SOLWODI***

Partner organisations will assist in identifying and withdrawing children from WFCL. They may also be best placed to coordinate community sensitisation and awareness creation on issues of WFCL.

#### ***COTU, FKE, KMA***

COTU is a workers union and FKE and KMA represent employers. The three can play a crucial role in monitoring and discouraging WFCL as well as creating awareness about WFCL amongst their members.

#### ***Wild Living Resources***

Wild Living Resources is a non-profit making organisation that supports the sustainable exploitation of naturally occurring products and materials. The organisation purchases the harvested products from community members for onward processing and marketing. It has for instance supported the production of Eco-Charcoal, now branded 'Makaa Zingira' made from fast

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growing shrubs which is currently selling in consumer outlets in Kenya and Netherlands. The organisation has identified about 90 products that can be sustainably exploited. These occur all 'over and everywhere'. The organisation also offers skills training on the nature of products that can be sustainably exploited and how value addition is done. More details can be accessed at [www.wildliving.org](http://www.wildliving.org).



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## 7. Summary, conclusion and recommendations

Kilifi is one of the counties in Kenya facing high poverty rates. Food poverty, for instance, stood at 66 percent in 2010. The county attests to numerous forms of child labour including its worst forms. Key among the child labour manifestations prevalent in the county includes street vending, mining, domestic work and commercial sex exploitation of children. Majority of these are pushed in to these activities by the deplorable circumstances back home.

High drop-out rates and low levels of transition from one education level to another has resulted in a large pool of unemployed and unskilled children and youth. This creates additional burdens for parents and caregivers and further aggravates the already poor situation back home. Training facilities have regrettably been unable to address this training gap, given their low capacity levels, costs associated with training and their limited numbers. Consequently, children especially those without skills end up in engagements which are laborious in nature, some in worst forms of child labour, from early ages.

Older children interviewed in this survey typically represent the youthful population faced by this predicament. Unless, there are deliberate interventions to address this anomaly, the cycle is likely to continue. The report shows that most of the children interviewed have had some work history either in paid employment or self-employment in small scale businesses. A majority of them still know peers who are still working. This calls for urgent efforts first to rescue children involved in worst forms of child labour and secondly, to prevent other vulnerable older children from falling into the same. Training, coupled with support to penetrate the labour market significantly improves older children's employability and general performance at work.

In addition, formal social protection systems fail to cover workers in the informal sector and the majority of the population that is, the poor. If anything, they remain largely unknown to majority of the older children and their families that were interviewed in this survey. Much of the food or bursary assistance that they so often seek is usually not met. Family and close friends therefore are the informal social networks that they depend on in cases of emergencies. Unsurprisingly, support from these sources is limited and can only be as good as their abilities.

In order to address the skills needs and labour market entry into decent engagements for older children, the labour market survey recommends:

1. Efforts to fight child labour especially its worst forms need to be stepped up. This will include but not limited to massive community awareness, regular monitoring and enhanced reporting of child labour and WFCL incidences to relevant authorities.

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2. The fight against child labour and WFCL should be seen from the broader perspective of improving the welfare and capacity of the typical household to sustainably meet its basic needs.
  3. Reintegration of children into the formal school system should be encouraged and supported for children who opt to go back to school.
  4. Support for skills training and other interventions should be voluntarily selected by the beneficiaries following a comprehensive sensitisation and exposure to the potential in each of the available skills.
  5. There is need to forge close links between vocational training and formal certification. Trainees undertaking vocational skills should logically and systematically progress to the formal technical training system where they can acquire certificates and further their skills.
  6. Polytechnics will need to be supported to improve their equipment and facilities and adapt a curriculum that is more market oriented. Given the central role they will have in this project, their transition to modern training centres will need to be a central theme in the project, with an objective to continuously rally the government and other stakeholders around this goal.
  7. More specifically, the project should lobby and support the urgent change of curricular to one that meets the current market demands including training on green jobs and green energy, value addition, current technology and modern agriculture.
  8. There is need to lobby relevant government agencies to develop social protection packages that suit the needs of the poor so as to embrace them into the formal systems of social security and protection.
  9. In order to sustain interventions targeted on the older children, preventing other vulnerable children from falling into WFCL is paramount. This should be done through support for community groups, in different income generating activities that they undertake, or other activities of interest to them. This will also be a form of social protection for the poor individuals.
  10. Any group based interventions need to make use of pre-existing groups or support formation of new groups voluntarily. Such new groups should be allowed to self-evolve. This therefore means that support towards group formation and self-organising will need to begin early perhaps when skills training begin so as to give them time to evolve.
  11. Support for individual enterprises should also be encouraged. Early adopters have the rare opportunity of changing mind-sets and proofing to laggards that things can actually be done differently.
  12. There is a great need for capacity building of the young entrepreneurs on simple business planning processes such as the importance of consistent stable quantifies that can attract buyers, linkages to financial institutions, etc.



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- 13.** Finally, the government will need to reconcile the paradox in the minimum age of employment and the age at which one can acquire a national identity card. Evidently employers will not employ someone without a national identity card. Financial institutions will similarly not engage with non identity card holders.



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## Annex: Key informant interviews and Focus group discussions

### Key informant Interviews

Jasho Bomu, Technical Director and Founder, Strengthening Community Partnership and Empowerment (SCOPE)  
Alice Wekesa, Executive Director, Moving the Goal Posts (MTG)  
Mr. Mbogo District Children Officer (DCO)  
Janet Tsuma, Social Worker, County Council of Kilifi and Member District Child Labour Committee  
Mr. Kutisya, District Agricultural Officer (DAO)  
Jocylene Katunge, (DYO)  
Kennedy Oogah, Quality Assurance Department, Ministry of Education  
Mr Onchonga, Fisheries Department  
Elizabeth Gichinga, Ministry of Livestock  
Omar Kea Mohamed, Youth Representative-Kazi Kwa Vijana  
Miriam Muli, National Environment Management Authority (NEMA)  
Micah Nandukule, National Environment Management Authority (NEMA)  
Irene Ogum, Ministry of Information and Communication  
Moses H Kellah, Senior Labour Inspector, Ministry of Labour  
Daniel Kakuti, Deputy Employment Officer, Ministry of Labour  
Justus Kasyoki, Labour Officer, Ministry of Labour  
Kusa Stancelous, Deputy Manager, Dzitsoni Youth Polytechnic  
William Nyale Takaungu Youth Polytechnic  
Anthony Maina, Wild Living Resources  
Gladys Kimani. Wild Living Resources  
Gideon Obiria, Wild Living Resources  
Beatrice Zighe, Ministry of Gender, Children and Social Development  
Gachero Matano, Ministry of Gender, Children and Social Development  
Magdaline Thuva, Lamukani Youth Group, Mtwapa  
Hawa Suleiman, Lamukani Youth Group, Mtwapa  
Violeti Asendi, Lamukani Youth Group, Mtwapa

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## Focus group discussions

<i>Children</i>	Juma Dzombo, Harrison Kalimbo, Aziz Ruwa, Tony Thoya, Jonathan Wanje, Erick Mwangala, Dennis Mwangala, Ibrahim Kahindi, Mbogo James, Gift Katana, Maria Athman, Leila Hamadi, Sofia Karisa, Regina Hussein, Salama Kazungu, Hadija Ngonge, Janet Emmanuel, Fatuma Katana Rachel Dzombo, Rose Charo, Jessica Mrenje, Allan Mrenje, Agnes Mwango, Mwanajuma Simon, Sarah Kenga, Fatuma Salim
<i>Informal Sector Workers</i>	Samson Rimba, Carpenter, Kazungu Chengo, Blacksmith, Salim Mwambire, Blacksmith Pamela Akelo, Tailor, Jallety Mwachiro, Soap Making, Teresia Mshigadi, Salonist, Mohamed Katana, Berber, Leonard Nzaro, MPESA, Japhet Essau, Tailor, Yunus Muli, Carpenter
<i>Dsitozini Youth Group- Chonyi</i>	Sifa William, Biggs, Ngala Chome, Sera Nyale, Evarlyne Pacha, Anwar K Samson, Ngala Chome, Emanuel Banzi, Vincent M Chiro, Thomas Lewa Chonga
<i>House of Talent Youth Group</i>	Daniel Kalama, Sammy Katana, James Iha, Juliet M Ruwa, Ali Juma, Bruce W Mwarumba, Santa M Nsundi, Maria Otiato, Peter Msanzu Kaingu
<i>Parents- Mnarani Primary</i>	Salama Sammy, Priscillar Tunje, Unice Dama, Sidi Kazungu, Hellen Jacob, Zawadi Karisa
<i>Parents-Matsangoni Primary</i>	Bendera Karabu, Nerea Chaka, Mary Karisa, Saunu Stephen, Rose Katana, Purity Nema Baraka

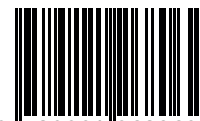


**International Programme on the Elimination  
of Child Labour (IPEC)**

**ILO Dar es Salaam Country Office for the United  
Republic of Tanzania, Kenya, Rwanda and Uganda  
P.O. Box 9212 Dar es Salaam - Tanzania  
Tel: +255 22 2196700 - Fax: +255 22 2126627  
Email: [daressalaam@ilodar.or.tz](mailto:daressalaam@ilodar.or.tz)  
[www.ilo.org/daressalaam](http://www.ilo.org/daressalaam)**

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