



2012/ED/EFA/MRT/PI/31

Background paper prepared for the
Education for All Global Monitoring Report 2012

Youth and skills: Putting education to work

Education, training and work amongst youth living in slums of Nairobi, Kenya

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2012

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Education, training and work amongst youth living in slums of Nairobi, Kenya

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2nd Draft

December 7, 2011

Abstract

As noted by the African Development Indicators report of 2008/09, the youth in Africa are its potential, its problem and its promise. This report provides a snap shot analytical description of the youth challenge in Kenya. It does this by profiling the education, training and work amongst youth living in the slums of Nairobi, Kenya. The data used is mainly based on African Population and Health Research Centre (APHRC) Demographic Surveillance System (DSS) collected longitudinally from Korogocho and Viwandani slums of Nairobi. These slums were selected because they were the poorest of the slums in Kenya based on poverty survey that had been conducted by the government of Kenya prior to the launch of the APHRC DSS. Brief comparison is made with two non-slum areas in terms of training opportunities and the utilisation of skills acquired. Overall, over 20% of the youth in Kenya are aged 15-24 years. The youth account for approximately 80% of the unemployed 40% of the population, and the youth aged 18-20 form the largest group of youth in the urban areas. Opportunities for training are lacking and majority of youth in the slums have limited likelihood of access to secondary education. Kenya's chance of tackling poverty will depend on the extent to which there is expanded opportunity for secondary education and skills training for youth ages 15-24 years.

1. Background

The three post-independence governments in Kenya (Kenyatta era of 1963-1978, Moi era of 1979-2002, and Kibaki era of 2002-present) as noted in policy documents have prioritized education (Oketch and Sommerset, 2010; Oketch and Rolleston, 2007). Education has been one of the pillars of Kenya's development mantra from the Sessional paper No. 10 of 1960s often cited to have set the pace for development planning to the more recent Vision 2030 which aims to transform Kenya into industrialised middle-income country by 2030 (Republic of Kenya 1965a, 1965b, 1969,1976,1981,1988,1999,2005). However, skills training, particularly for the youth who have not been accommodated in the formal education system has remained elusive and patchy at best in these broad development plans. This is not to negate the fact that tangible achievements have been made in universalising access to primary education (Sifuna & Sawamura, 2008; Oketch and Ngware, 2010; Oketch et al 2010). But Sifuna & Sawamura argue that beyond the euphoria over the success of the free primary education initiative and the increased enrolments, there has been little policy attention to issues of equitable access, relevance, quality, and outcomes education, including key competencies and skills training. Consequently, and as recent studies have found, it can be said that one symptom of the ills and the conundrum of Kenya's education system is the fact that while universal access policies such as Free Primary Education (FPE) has led to improved school participation, a large proportion of pupils from poor households use low-fee private schools due to inadequate space and many have very limited opportunity to transition to secondary level (Oketch, Mutisya, Ngware & Ezeh, 2010).

Majority of the schools in the slum settlements are private and often attract unqualified and unpaid or under-paid teachers or volunteers who often leave once better opportunities avail themselves, leading to high teacher turnover (Ngware, Oketch, Ezeh & Mudege, 2009). All these compound the youth vulnerability in the slums. Clearly if within the free primary education policy, the slums residents find it most difficult to access education- it is likely that they will be excluded at the secondary and post-secondary training levels. This is not because households are disinterested in further education, but instead because there are very limited educational and training opportunities for those aged between 15-24 years and residing in the slums (Oketch & Ngware, 2010).

Out of about 750,000 pupils who sat for the class eight primary exit examination in 2007, often taken at the ages of between 14 and 15, only 57% secured a place in the few secondary schools in the country. There are currently about 2.7 million youth aged between 14-17 years who should be in secondary school but are out of school. The net attendance

rate is only 843,801 and the gross attendance for this age cohort is 1.796,467 (KNBS, 2010, pp. 23 Table VII). The secondary exit examination is taken at the age of 17 and 18 and out of 357,488 (KNEC, 2010) who sat for the examination in 2010, less than 10% were assured of a place in the few universities, with majority of those aged between 18-24 years left without any opportunities for education and training. Private commercial colleges are few, mostly concentrated in major urban centres, and they are very expensive and majority of youth from disadvantaged backgrounds lack resources to meet the cost of training offered in these supply-side commercial colleges. Efforts by the government have not been adequate to match the need for skills in Kenya. Lack of opportunity for further education and skills deficit among the youth in Kenya is therefore one of the contributing factors to youth unemployment, poverty among the youth, general household poverty, and one of the greatest challenges facing Kenya today.

1.1. The youthful population conundrum

The educational and training challenges highlighted in the background section are linked to Kenya's rapid population growth and the structure of its population pyramid. Like majority of the countries in sub-Saharan Africa, Kenya is steaming with youthful population. Out of a population of about 39 million, about 8 million (20.58%) are youth aged between 15-24 years (KBNS, Population Census, 2009). The rate of unemployment in Kenya is 40% with the youth accounting for 78% (Kiiru, 2009). A large number of youth are increasingly found in the urban areas, particularly urban informal settlements. This youth unemployment has drawn attention from several quarters, leading to both government and non-governmental organisations (NGOs) led initiatives. One such government led initiative, in partnership with the World Bank is the KAZI KWA VIJANA (KKV) project which is Kiswahili word that translates literally to 'jobs for the youth'. Its success is yet to be seen, but it basically offers manual jobs to youth both in rural and urban areas so that they are not left idle and to also ameliorate their poverty situation. One of the main criticisms labelled against the KKV project is its lack of systematic skills training for the youth. It is perceived as encouraging low level, limited upward skills development for the youth. Its existence is nonetheless a testimony of the reality and acceptance by the Kenya government that the youth and their unemployment problem must be addressed, but a plan on how to address the skill development opportunities that is so crucial to addressing the youth unemployment does not seem to be in place yet.

Yet it is also true to say that the youthful population in Kenya, as can be said of the rest of Sub-sahara Africa countries, offers the potential for development - but only if they can be educated and offered opportunities for skills training. Another aspect of youth situation worth highlighting is that it is a double edged issue. On the one hand the high unemployment rate among the youth is related to labour market dynamics and the labour market opportunities. On the other hand, 'how easily and how effectively young people find jobs is also dependent on how well the labour market is prepared to receive them, and how well they are prepared for the labour market' (World Bank, 2009 pp. 2).

Based on an opportunistic sample that was aimed at demographic health profiling of the poorest of the poor urban slum dwellers, this report sheds light on the youth skill and income generating opportunities in two urban slums of Nairobi Kenya- Korogocho and Viwandani slums. Where the data permits, some comparison is made with formal settlements of Harambee and Jericho. The report analyses the living and working conditions and education and training opportunities of youth living in the slums using data from the Nairobi Urban Health and Demographic Surveillance System collected by the African population and health research Centre (APHRC). It highlights the education and training opportunities and challenges facing the youth in the two slums, and assesses the nature of skills and income generating activities that the youth are engaged in. The data comprise a large longitudinal sample covering the 2003-2008 period. The two slums which are profiled in this chapter have slightly different characteristics, with one having more longer-term residents than the other, which has a large majority of men amongst its residents, and higher average educational attainment.

1.2 Korogocho and Viwandani slums- a profile

About 60% of Nairobi's population of 3 million are slum residents. Nairobi is thus surrounded by slums. Korogocho and Viwandani which are located approximately 10 kilometers from the Nairobi City Center are two such slums. They are old and established slums. The two slums are high population density areas with Korogocho having over 250 dwelling units/structures per hectare. The two slums together occupy an area of land of just about 0.97 square kilometers (Oketch, Mutisya, Ngware, Ezeh & Epari, 2010). When the two slums were selected for APHRC's urban demographic surveillance study, they ranked among the poorest in Nairobi. Korogocho was ranked 48th and Viwandani 44th out of a total of 49 locations by their wealth index. The ranking was based on the proportion of the population below poverty line using the Kenya 1999 housing and population census, and the 1997 Welfare Monitoring

Survey III collected by the Central Bureau of Statistics (GoK, 2000). The environment in which these two slums sit is heavily polluted.

Typical of slums across the world, the two slums are settlements in public land left by the city council as reserve land for rivers -Korogocho reserve for Nairobi River and Gitathuru River while Viwandani is reserved for Ngong River. The building materials are mostly not permanent stone or bricks. The rivers are heavily polluted with either industrial and human waste or garbage, posing major health risk to the slum residents. But these two slums are not identical and homogenous. For instance most houses (structures) in Korogocho are made of mud and timber with waste tin cans roofing, whereas in Viwandani most houses (structures) are made of iron sheets and tin with proper iron sheet roofing. In terms of their physical location, Viwandani lies between Nairobi's industrial area and Ngong while Korogocho is not spared either as it is located next to the main Nairobi dumping site and Nairobi River. These conditions therefore mean that these two are impoverished settlements whose youth face many challenges and are vulnerable in many ways.

2. Population

2.1 Demographic profile of the population

This section outlines the demographic profile of the youth population in the two slums. It focuses on the changes in the numbers and share of youth aged 15-24 and will speculate on the reasons for such changes, whether, in-migration from rural areas or other urban areas. The population diagrams below shows the population of the youth Kenya in 2009 (n=7944646), Nairobi in 2009 (n=737460) and that of the two slums sites for the years 2003 (person years=13237), 2007 (person years=13178) and 2010 (person years=14107).

Fig 2.1a: Kenya population pyramid of youth aged 15 to 24 years (in 1000's)

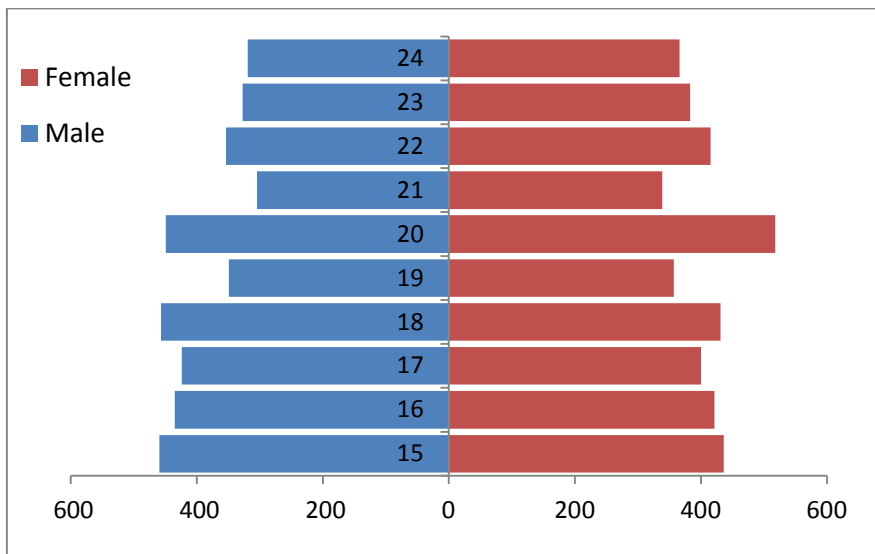


Fig 2.1b: Nairobi population pyramid of youth aged 15 to 24 years (in 1000's)

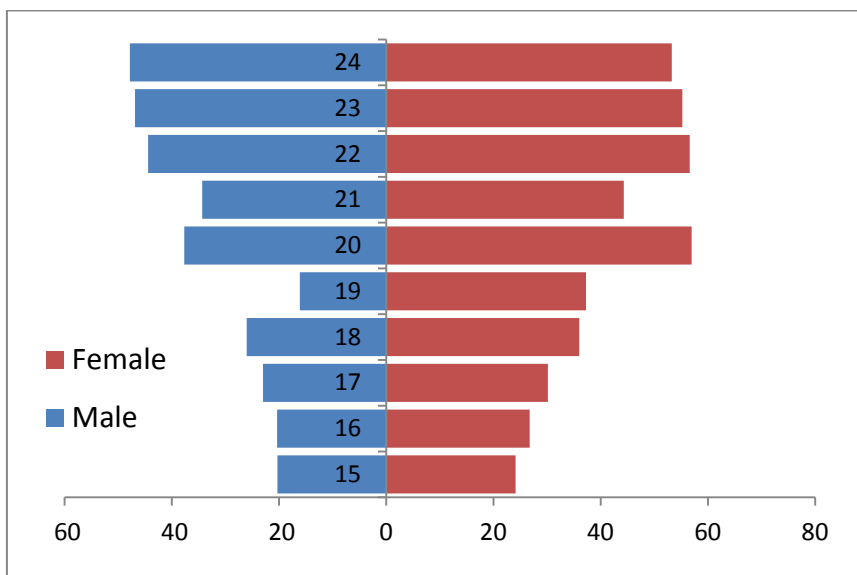


Fig 2.1c: Kenya population pyramid in age groups (in 1000's)

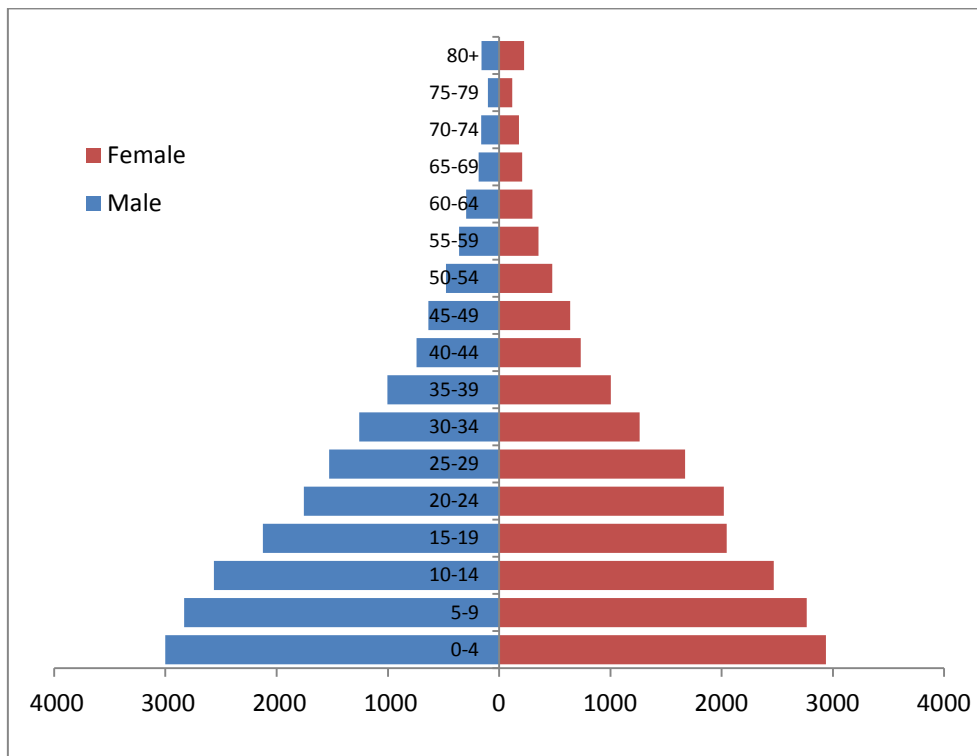
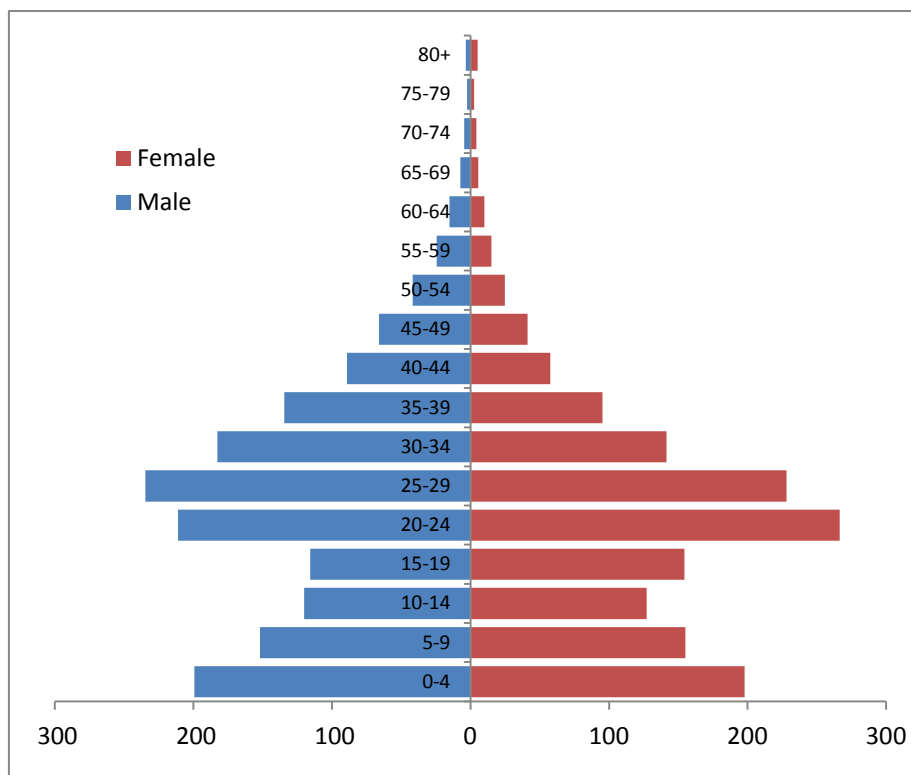


Fig 2.1d: Nairobi population pyramid in age groups (in 1000's)



From Figures 2.1a to 2.1c (KNBS, 2010), it is clear that Kenya population is a youthful one. In the 2009 census conducted by the Kenya National Bureau of Statistics (KNBS), youth aged between 15 to 24 years accounted for about 20% of the population. Figure 2.1c shows a bulging youthful generation, with more than half of the Kenyan population being those aged below 24 years. In Figures 2.1a and 2.1b, it is clear that the age band of 20 is the largest in Kenya overall, and in Nairobi in Particular. Nonetheless, the youth aged 18 and over are larger in Nairobi compared to the rest of the country. This could be explained by the fact that a larger number of youth who complete secondary education at age 17 tend to migrant to the urban areas, with Nairobi as favourite destination for employment search. Many with limited or no skill training at all would start with seeking informal employment and often also find themselves starting urban life in the informal slum settlements.

Fig 3.2a: Midyear slum population pyramid of youth aged 15 to 24 years in 2003.

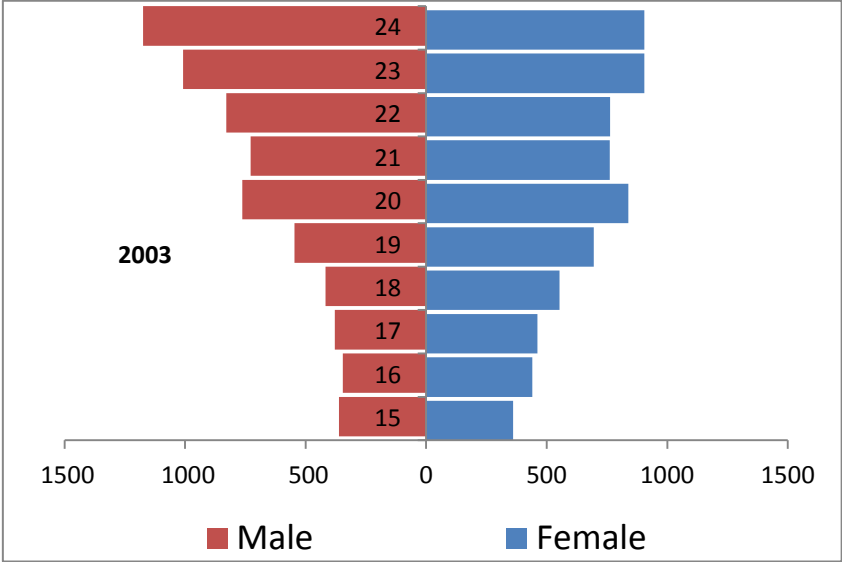


Fig 2.2b: Midyear slum population pyramid of youth aged 15 to 24 years in 2007.

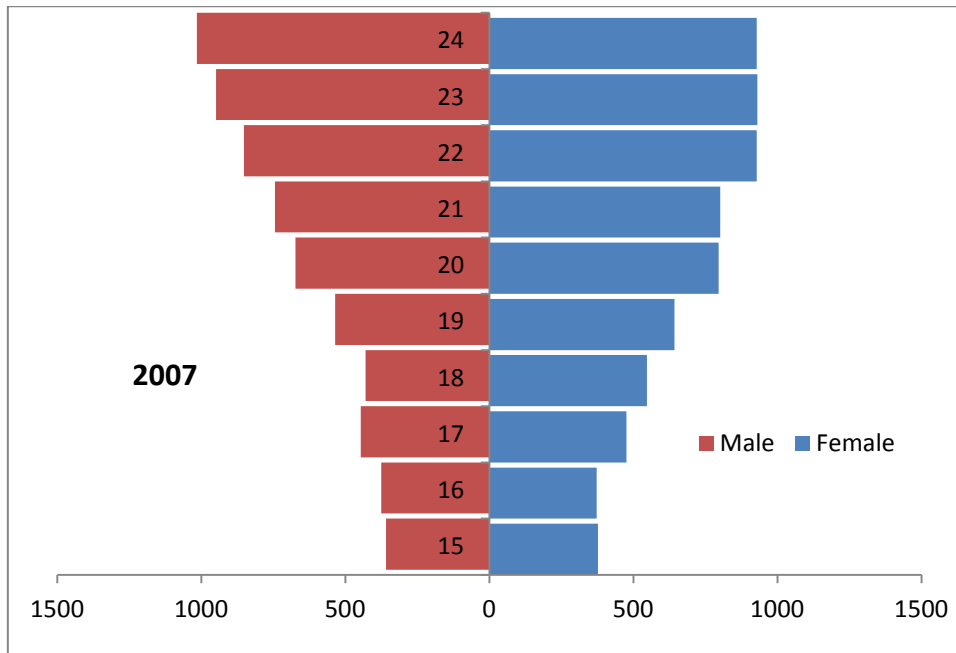
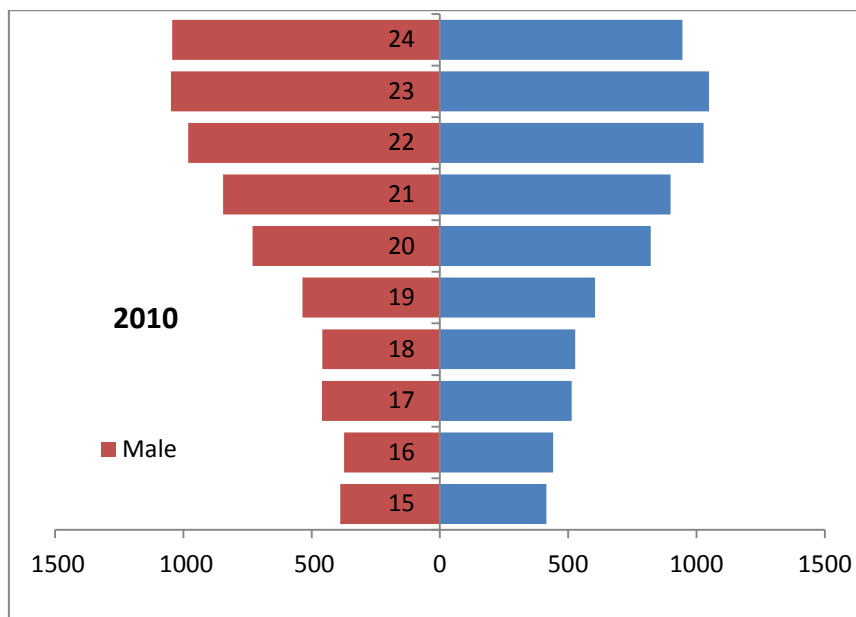


Fig 2.2c: Midyear slum population pyramid of youth aged 15 to 24 years in 2010.



Figures 2.2a to 2.2c shows little change over a period of 7 years when the data was collected in the two slums which are profiled in this report. Those within the youth age band of 20-24 years form the bulk of the youth population in these slums, compared to those aged 15-18 years.

Fig 2.3a: Overall Korogocho and Viwandani slums midyear population pyramid 2003

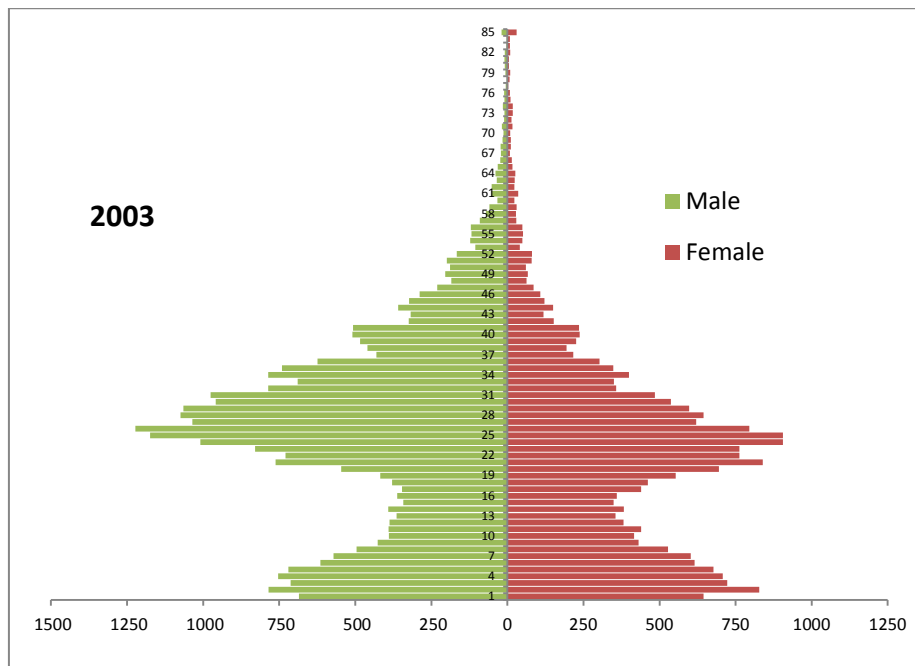
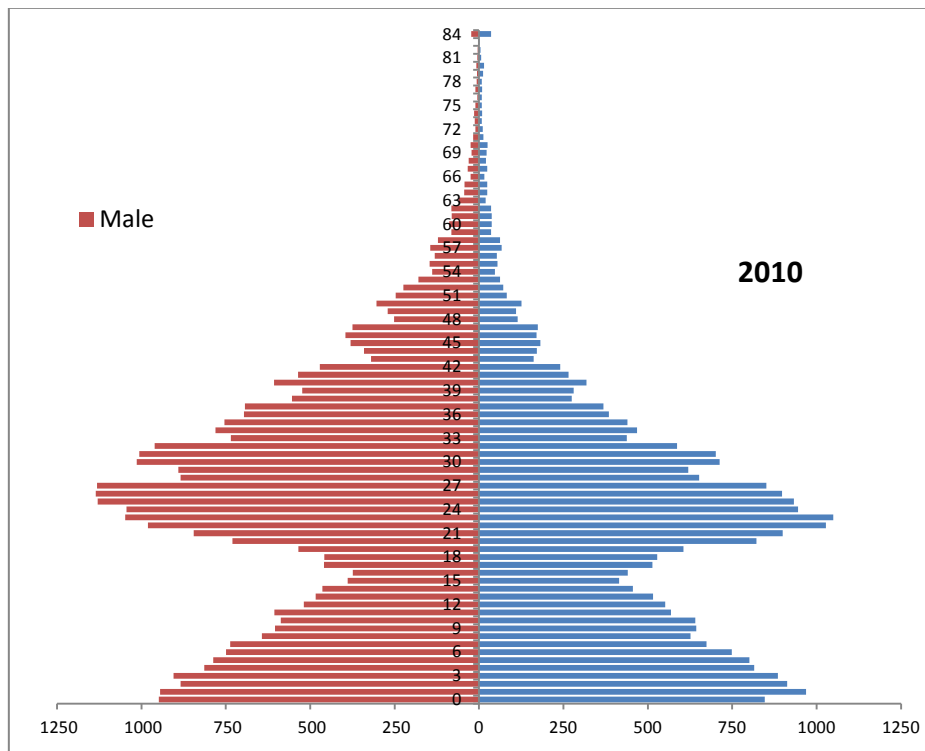


Fig 2.3b: Overall Korogocho and Viwandani slum midyear population pyramid 2010



The population pyramid shows the number of person years contributed by individuals in each of the ages and not single years. It is averaged at the mid year for each of the years. Overall, in 2003 the two slums were characterised by youthful generation aged between 20 and 35 years of age. The pyramid shows that most of the youth to be aged above 20 years in 2003. The youth population seems to be stable between 2003 and 2007 and grown in 2010. The pyramid also shows that there are more female youth than males over time. The youth sex ratio in 2003, 2007 and 2010 was 0.98, 0.96 and 0.94 respectively. This shows a growing number of female youth populations, and this is lower than the Kenya sex ratio of 1 for ages between 15 and 64 years. What is also interesting is comparison of population structure in the slums vs that of Kenya. It is clear that these two slums mirror the structure of Nairobi (Figure 2.1d) but different from that of Kenya overall (Figure 2.1c). In the overall Figure, those between ages 0-14 are the largest. In the slums, those in the ages of 18-27 are the largest with a squeeze in the middle for those aged around 13-17. It is not very clear what explains this. The larger bracket of 18-24 is definitely as a result of in migration from rural to urban or within urban migration.

3. Training

4.1 Socio-economic status

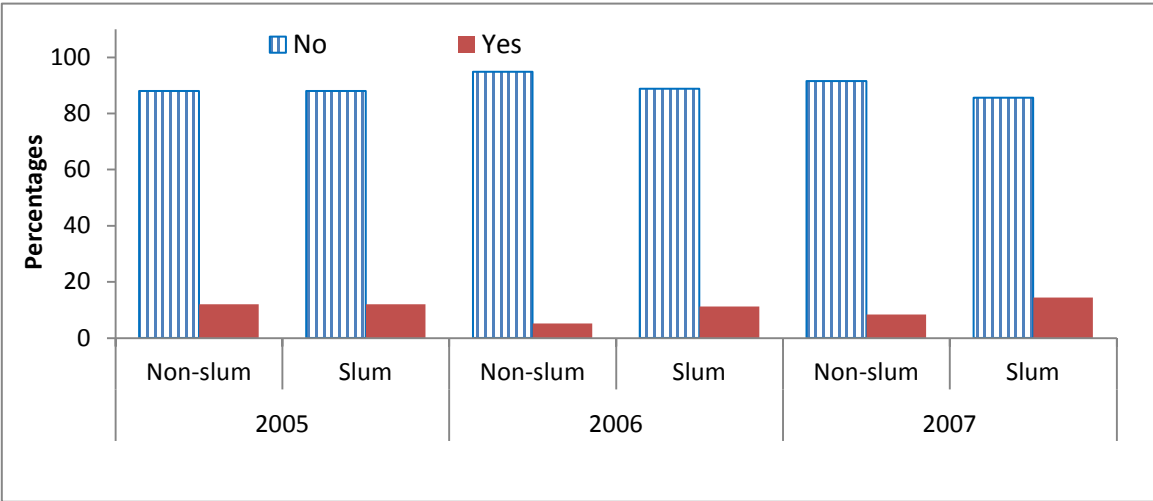
Some of the key socio-economic features of the two slums are as follows. In Korogocho, among men aged 18 years and above, only 11% were in salaried employment in 2006, 10% were in established trading, 34% in casual employment, 29% in petty trading, and 15% without any income generating activity. Among Korogocho women, 50% were not involved in any income generation activity, 32% in petty trading, 8% in casual employment, 4% in salaried employment and 6% in established trading. The situation is not that different for Viwandani. Among men aged 18 years and above in Viwandani in 2006, 20% were in salaried employment, 7% in established trading, 42% in casual employment, 14% in petty trading and 12% without any income generating activity. Among women, 50% were without any income generation, 19% in petty trading, 18% in casual employment, 3% in salaried employment and 7% in established trading (APHRC dataset, 2007).

Educational attainment varies between the two sites. Most Korogocho residents are either uneducated or dropped out of school at primary level. Only 19% of the men and 12% of the women have attended secondary school. In Viwandani, the education situation is a bit better with many of the residents reporting to have attained secondary school education. 48% of

males and 36% of females had secondary education. This reinforces the fact that most of Viwandani population are labor migrants, mostly people from rural areas trying to get their foot in the urban employment search, and once their economic situation improved, they tend to move to better non slum settlements. So, it can be said that Viwandani seems to serve as a starting point for rural-urban migrants (Oketch et al. 2010).

APHRC survey has the Education Research child behavior component for 2005, 2006 and 2007 and the data collected include information on individual training skills, the different areas in which training was received, and whether such skills have been used to earn income (livelihood). The age of individuals in 2005 was between 15 and 19, in 2006 was between 15 and 20 and between 15 and 21 in 2007. The number of cases included in the analysis was 2356 for 2005, 3482 for 2006 and 3430 for 2007. The upper age varies since 2005 was the time individuals were first captured in the system and were followed prospectively. The results in Figure 4.1 shows whether the respondents aged 15 to 21 years in 2007 had ever received training on trade (any skill).

Fig 3.1: Ever received training in a trade or skill, by study site: 2005 - 2007



The graph shows a high proportion of individuals have not received any form of training although the reasons could vary from lack of training opportunities to being enrolled in secondary school. It is unlikely that those in the slums will have cited enrolment in secondary school as the main reason because they don't have secondary schools available to majority of them. The socio-economic profile also does show that it is more likely for those residing in the non-slum settlements to go to secondary school compared with the slum residing youth. What is most interesting from Figure 3.1 is that more youth in the slums reported that they had received training compared to their counterparts in the non-slums. Again, this can be explained by the fact that it is likely that those in the non-slums were enrolled in secondary school and therefore didn't require training whereas those in the slums were not enrolled.

This would apply particularly to youth aged between 15-17 years when they are supposed to be enrolled in secondary level. The other possible explanation is that due to the nature of informal job opportunities in the slums, majority of the youth there compared to those in the non-slums had undertaken some 'informal' apprenticeship training which they simply reported as training. 'Some' apprenticeship training is not as common among non-slum residents who tend to seek more formalised training in the post-secondary high fees commercial or public training colleges. There is also the likelihood that the youth in the slums have benefited from the training opportunities offered by several Non-governmental organizations (NGOs) in the slums. This could possibly be true because most NGOs tend to concentrate their initiatives in the slums. What is interesting from the Table 3.1 below is that there is no statistically significant difference in the proportion of individuals who have received training between the slum and non-slum (Table 3.1).

Table 3.1: Ever received training in a trade or skill, by study site, gender for the years 2005 to 2007

		Non-Slum		Slum		Chi Square P-Value
Received training		No	Yes	No	Yes	
Year=2005 (n=2356)						
Gender	Female	83.15	16.85	86.65	13.35	0.109
	Male	93.98	6.02	89.39	10.61	0.020
Age group	15 - 18	89.10	10.90	89.04	10.96	0.313
	19 - 20	85.43	14.57	81.85	18.15	0.968
Year=2006 (n=3482)						
Gender	Female	94.98	5.02	87.16	12.84	0.000
	Male	94.57	5.43	90.27	9.73	0.008
Age group	15 - 18	97.00	3.00	91.67	8.33	0.000
	19 - 20	91.74	8.26	82.63	17.37	0.000
Year=2007 (n=3430)						
Gender	Female	89.33	10.67	84.20	15.80	0.011
	Male	94.01	5.99	86.71	13.29	0.000
Age group	15 - 18	96.74	3.26	90.89	9.11	0.000
	19 - 20	86.82	13.18	77.20	22.80	0.000

Individuals who had received training were further asked to state whether they have ever used the skills acquired to earn income (Table 3.2).

Table 3.2: Individual used skills trained in to earn money

Year	Study site	Used skills to earn money	Chi square p-
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		No	Yes	
2005 (n=283)	Non-slum	67.50	32.50	0.243
	Slum	74.38	25.62	
2006 (n=342)	Non-slum	57.14	42.86	0.763
	Slum	55.00	45.33	
2007 (n=449)	Non-slum	64.62	35.38	0.006
	Slum	46.09	53.91	

It is apparent that two thirds of the individuals despite reporting to have received forms of training are still not using them to earn any form of income. 2007 looks better with improved number of those reporting to have used the skills they have required through training to earn some income. These figures also simply reflect the lack of job opportunities even among those who are trained in Kenya. It is a reflection of unemployment situation among the youth in Kenya. The fact that slum residing youth with training seem to have fared slightly better in utilizing the skills acquired through training could be explained by the apprenticeship training hypothesis- this would allow them to be retained by the masters, compared to those who have been trained in areas that are not directly leading to available employment opportunities.

Table 3.3: Trade in which training skills have been received for those who had ever received any form of trade training

Trade skill	2006 (n=342)		2007 (n=449)	
	Non-slum	Slum	Non-slum	Slum
Accounts/Nursing/hospitality	0.00	1.00	12.31	1.30
Hair Dressing	21.43	29.33	15.38	21.61
Dressmaking/Tailoring	28.57	24.00	21.54	20.83
Computer training	2.38	3.33	24.62	5.99
Mechanic	9.52	17.33	6.15	13.28
Carpentry	2.38	6.00	1.54	7.29
Electrician	23.81	5.00	6.15	5.21
Welding	4.76	5.33	0.00	3.13
Cookery	0.00	1.00	3.08	1.30
Art and Craft	0.00	2.33	4.62	4.43
Cobbler	-	-	0.00	0.78
Others like Driving	7.14	5.33	4.62	14.85

Table 3.3 shows the different trade skills in which training has been received. In 2006, very few of the youth had trained on professional skills- i.e. accounting, nursing or hospitality. This number grew to 12.3% among the non-slum in 2007 and nearly constant for the slums. Most of the training skills are either in hairdressing, dressmaking and tailoring or artisan such as mechanics and electricians. For instance, in 2006, 21% and 29% of the slum and non-slum youths had trained on hairdressing respectively; in 2007, 22% and 21% had trained in dressmaking or tailoring.

Generally, the youth profiled in the two slums show that they have very slim chances of receiving formal skills training but they do receive training in several areas that have been highlighted. Many of those unable to find work are likely to be those who also lack any skills training. Many of the possessed skills reported were most likely received through NGO training sponsorships, apprenticeship and few individual personal efforts. There is thus clear skills deficiency in the slums as shown in Figure 3.1. This is not restricted to slums, but can be said of the youth in Kenya more generally, with the slum residing youth facing the sharpest steep skills deficit in Kenya. This is compounded by lack of secondary education access by majority of them within the 15-17 years age bracket.

4. Education

There is also limited access to secondary education for the youth in Kenya as transition rate is just about 50% with a larger majority of the excluded likely to be those living in the slums. The slum sites are characterised by a large number of pupils yet they are served by very few public schools. The two slum sites do not have a secondary education of their own. Majority of the youth will therefore have had no opportunities for secondary education. Training centers are also limited and expensive. The government training institutes often require entry qualification that is from secondary level. With limited access to secondary education, many of the slum residing youth are excluded from formal training prospects offered in Kenya because entry to such training often require secondary completion.

Table 4.1: Number of school going pupils included in the education project.

Year	Non-slum		Slum	
	n	%	n	%
2005	2,338	17.64%	10,918	82.36%
2006	2,641	18.79%	11,415	81.21%
2007	3,089	18.65%	13,478	81.35%
2008	2,912	17.89%	13,366	82.11%
2009	3,605	16.62%	18,082	83.38%
2010	3,548	16.83%	17,532	83.17%

The private primary schools within Korogocho and Viwandani are informal schools offering the approved ministry of education curriculum. These informal schools are different from the formal private schools in the non-slums in a number of ways. To start with, the informal private schools charge very minimal tuition fee compared to the private formal schools; nearly all are not registered by the ministry of education but other ministries like those of social services and by the attorney general office as children/rescue centers. The fees payment is by some flexible informal arrangement between the parents and the operators of such schools. These kinds of schools do not exist at the secondary level. Even with the announcement of some form of 'free' secondary education policy in Kenya, there are no secondary schools to cater for those living in the slums. Transition to secondary education is therefore still a major huddle for many of the primary graduates who live in the slums. The need to support their families also drives the youth- ages 15-17 years into early forms of informal employment rather than pursuit of secondary education. Nonetheless, supply is clearly the first challenge that must be addressed if the youth in the slums are to be helped towards employments skills development.

Table 4.2: Primary school availability within the study site, 2006*

Study site	No. of private	Private (%)	No. of public	Public (%)	Total schools
Korogocho study site	29	93.54	2	6.45	30
Larger Korogocho	4	80.00	1	20.00	5
Korogocho neighbourhoods	3	60.00	2	40.00	5
Viwandani study site	24	92.31	2	7.69	26
Larger Viwandani	6	75.00	2	25.00	8
Viwandani neighbourhoods	9	100.00	0	0.00	9
Jericho study site	2	50.00	2	50.00	4

Larger Jericho	1	33.33	2	66.67	3
Jericho's neighbourhoods	6	37.50	10	62.50	16
Harambee study site	2	66.67	1	33.33	3
Harambee neighbourhoods	1	20.00	4	80.00	5

*Source: Oketch et al, 2010

Table 4.3 below shows the education level of the youth in the study sites. There are clear differences between the slum and non-slum. While majority of the youth in the slum are in primary or have achieved primary education, majority in the non-slum have secondary education. It is also clear that more youth in the non-slum than the slum sites have tertiary education. The contrast is clearly in secondary education. This reinforces the point made earlier that there is very limited opportunity for secondary education among the slum residing youth. For example, in 2005, only 31 % of slum residing you reported to have secondary education level (this figure include currently enrolled, some secondary, and completed secondary) compared with 77% for the non-slum residing youth.

Table 4.3: Education level among the youth in the slum and non-slum

	Year	None/Pre-primary	Primary	Secondary	Tertiary
Slum	2005	3.79%	64.68%	31.12%	0.41%
	2006	1.62%	60.13%	36.91%	1.34%
	2007	0.37%	55.23%	41.27%	3.13%
	2008	0.54%	46.82%	46.72%	5.92%
	2009	0.62%	43.11%	49.49%	6.78%
	2010	0.65%	42.92%	49.93%	6.51%
Non-slum	2005	0.48%	16.95%	77.28%	5.29%
	2006	0.53%	13.27%	72.61%	13.59%
	2007	0.33%	10.84%	66.17%	22.66%
	2008	0.16%	9.35%	60.67%	29.82%
	2009	0.13%	8.02%	55.95%	35.90%
	2010	0.19%	6.82%	55.22%	37.77%

5. Work

5.1 Involvement in income generating activities

Education, training and work are interrelated. Using data collected by the by the NUHDSS from in 2009 and 2010, the study also looked at the different income generating activities that the youth in the slums engage in. Using the same data individuals were mapped back to their training skills in order to establish whether in the longer- term the youth end up utilising their skills for their livelihood. It is however important to note that the youth engage in different activities over time to earn their living. These activities are usually driven by their availability rather than the training received.

Fig 5.1: Proportion of youth engaged in income generating activities

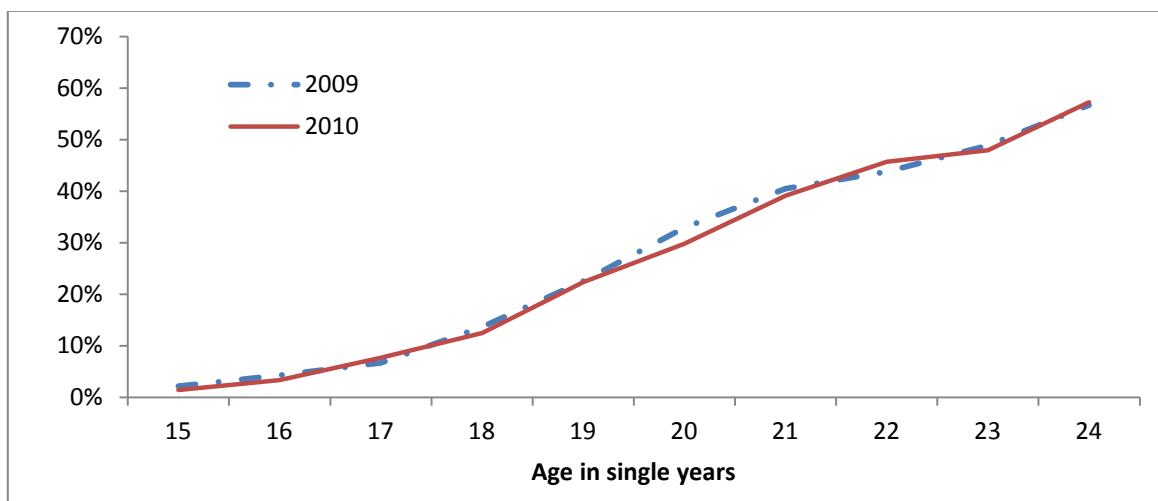
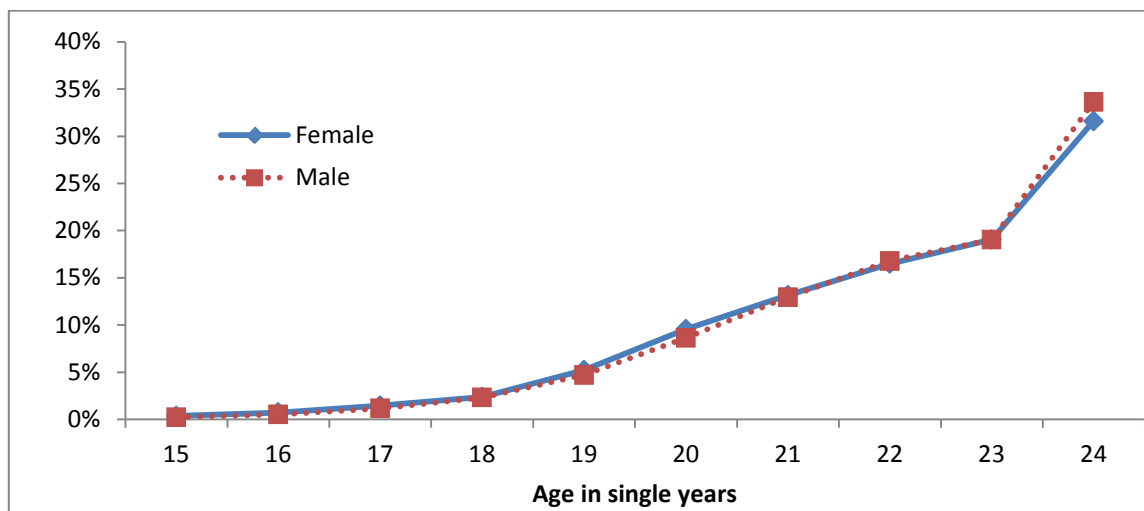


Figure 5.1 shows the proportion of youth involved in income generating activities in the 2009 and 2010 from the NUHDSS livelihood surveys. Youth involvement in income generating activities is highly correlated with the age of the youth and this result is expected. Nearly 50% of the youth by the age of 23 are already earning their living through involvement in income generating activities. The results also show a similar pattern of youth involvement for both years in question. To further understand the dynamics of youth employment, the same data was stratified by gender (Fig 5.2 below). Interestingly and contrary to the notion that more male youth are in income generating activities, the study shows that both male and female of different ages are equally involved in some form of income generating activities.

Fig 5.2: Proportion of youth engaged in income generating activities by gender



5.2. Involvement in income generating activity by selected characteristics

Further analysis was undertaken to assess how different household characteristics interact with the likelihood of youth being engaged in some form of employment- which was simply asked as ‘income generating activity’. The key variables which were looked at included household wealth and the education level of the head of the household. The results are reported in the next sections.

5.2.1 Household wealth

Notes: From Figure 5.3 and Table 5.1

1. In both Viwandani and Korogocho, involvement in income generating activity by the youth significantly decreased with increased household wealth. i.e. poorer households are likely to have their youth involved in income activities, and these are generally petty trading and artisan work, informal in nature and purely survival.
2. More youth in Viwandani engaged in income activities than Korogocho in both years
3. The same pattern is also seen when split by gender. However, more male than female are likely to be involved in income generating activities in both years.

Fig 5.3: Involvement in income generating activity by household wealth index among youth aged between 15 and 24 years in the slum sites.

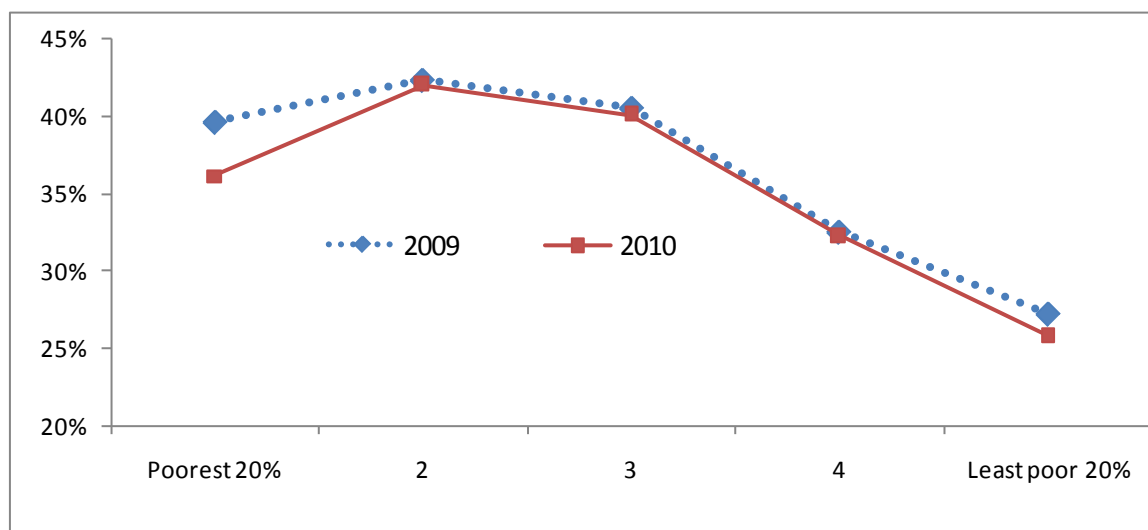


Table 5.1: Involvement in income generating activity by household wealth index among youth aged between 15 and 24 years by slum site.

Household wealth Index	2009 (n=16301)		2010 (n=16913)	
	Korogocho	Viwandani	Korogocho	Viwandani
Poorest 20%	36.59	44.57	35.09	38.17
2	34.64	48.18	33.71	49.39
3	27.26	45.82	26.92	45.5
4	23.35	37.82	24.06	36.24
Least 20%	19.37	34.36	16.58	32.96
	Female	Male	Female	Male
Poorest 20%	23.52	51.67	21.99	47.28
2	23.16	56.38	21.92	60.02
3	22.31	60.43	22.66	58.02
4	18.07	51.46	19.77	48.26
Least 20%	18.07	41.83	18.96	37.03

5.2.2 Household head education level

Table 5.2: Involvement in income generating activity by household head education level among youth aged between 15 and 24 years by slum site.

Education Level	2009		2010	
	Korogocho	Viwandani	Korogocho	Viwandani
No education	11.23	19.74	12.37	15.33
Primary	31.14	41.35	30.62	40.86

Secondary	26.81	42.57	27.53	41.3
Age group	15 to 18	19 to 24	15 to 18	19 to 24
No education	2.87	19.49	3.81	20.48
Primary	8.44	44.6	8.02	44.58
Secondary	4.72	45.85	5.16	45.22
Gender	Female	Male	Female	Male
No education	7.64	18.06	11.23	14.57
Primary	19.64	53.52	20.49	51.81
Secondary	23.96	55.65	23.15	54.68

Significant differences observed in all above variables (between those involved in income activities versus those not).

Notes: From Table 5.2

1. While in Viwandani involvement in youth income activities is positively and significantly associated with education level of the household head, in Korogocho it is not.
2. Those aged between 15 to 18 years were less likely to be involved in income generating activities. The proportion of those aged above 18 years and involved in income activities increases with increased education level of the household head
3. In terms of gender, there is a positive and significant relationship between household education level and involvement in income activities.

5.3. Forms/type of income generating activities

For those involved in income generating activity, we mapped the different economic activities in which they were involved in (Table 5.3). More female youth were in self employment (un-established and established business) than were male. Informal casual work was the main economic activity, with more men (47.7%) engaged in this activity than women (33.9%). The informal casual jobs in this context means there are no contracts and are mainly on daily basis without any form of job security (so one day there is work, the next day there might not be work). There were also reports of formal and yet still regarded as casual types of work – meaning short cover, daily employment, etc- and this was common with about 30% of the youth involved in it.

Table 5.3: Main economic activities by gender of the youth

Economic Activity	Female	Male	Total
	%	%	%
Un-established own business	14.46	7.96	9.94

Established own business	11.79	5.24	7.24
Informal Casual	33.89	47.66	43.46
Informal Salaried	5.21	5.22	5.21
Formal Salaried	2.20	4.46	3.77
Formal Casual	31.58	29.06	29.83
Rural Agriculture	0.42	0.09	0.19
Urban Agriculture	0.08	0.04	0.05
Other	0.37	0.28	0.31

Those in formal salaried jobs were only a paltry 4% (2% females and 3.5% male). The formal salaried economic activity involve a monthly salary, drawn either once or twice every month. Both rural and urban agriculture are rarely termed as economic activities despite the fact that most individuals might be practicing some form of agriculture.

5.4. Reasons for not being in economic activity

The study further sought to understand the reasons why some of the youth were not involved in economic activities (Table 5.4).

Table 5.4: Main economic activities

Reason	Female	Male	Total
	%	%	%
Household Responsibility	35.41	0.32	22.79
In School	23.67	46.63	31.93
Too young	0.24	0.23	0.24
Health reasons	0.22	0.58	0.35
Cannot find work	22.63	22.05	22.42
Doesn't want	0.04	0.06	0.05
Lost job	0.94	2.58	1.53
Pregnancy	0.87	0.00	0.55
Other Reason	15.99	27.53	20.13

The reasons for non-involvement in economic activities vary by gender of the youth. For instance, 35.4% of the female youth cite household responsibilities as the main reason for not involving themselves into economic activities, 23.7% cite school and a further 22.6% state that though willing to work, they cannot find one. On the contrary, nearly 50% of the

boys cite being in school as the main reason and 22% cannot find work. It is interesting to note here that the youth did not cite lack of skills or training as one of the reasons. Perhaps this reflects that fact they didn't consider it the impediment to finding work or simply had noticed that work that existed did not require specific training or even a case of perceiving training as being irrelevant to the work situation in their context. Either way, there is lack of linking of the two, or this could be part of the challenge that the youth face in Kenya.

6. Conclusion

The population structure of Kenya clearly shows that the youth are its potential, problem, and potential. Therefore, their talents need to be nurtured and developed through expansion of education and training opportunities. The youth residing in the slums face the greatest educational challenges, and when they report to have received some training, there appears to be little employment opportunities that enables them to utilise the acquired skills to earn a living. But, the only solution is also to ensure that there are opportunities available to them for education and training. This can only happen if there is systematic effort, involving partnership between the government and the private sector to identify, together with youth leaders, key areas of the economy where skills are most needed and to train the youth in these skills. Some of the training can be done on the job, through paid internships and self-starter initiative with financial and leadership support by the government. More important as well is the need to expand secondary education opportunities for the youth. The data shown here indicates that majority (nearly 3 million) of the youth aged between 14-17 years do not have opportunities for secondary education, and with many having been exposed to low levels of quality at the primary level, literacy and numeracy skills will be low amongst them as well. Kenya therefore needs to pay attention, beyond the Kazi Kwa Vijana initiative, on identifying the skill areas where the slum residing youth can be trained in. This should be done along with expanding formal and informal opportunities for youth employment in the slums. These opportunities can include training in youth leadership, artisan skills, securing markets for the products produced by the youth and developing a national training scheme that targets those who have not completed school, and those who have completed some secondary but have not had the opportunity for any form of tertiary level training. The youth are the future of Kenya and the analysis presented in this report with the case illustration of the two slums demonstrate the challenges they face in education, training and work. The efforts needed is in expanding secondary education opportunities for the 3 Million youth currently excluded, and skills training for those ready to join the labour market.

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