



## **E4D - Employment and Skills for Development in Africa Programme– E4D**

**Project Name/Title: Skills for Jobs (S4J)**

**Project Partner: Pamoja for Transformation Trust (P4T)**

**Implementation Period: October 2021 - June 2023**

**END OF Project Report**

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## 1.0. Introduction

### 1.1. Brief description of the Implementation

The "Skills for Jobs" project (also referred to as S4J) was designed to equip youth aged 18-35 with demand led technical skills, soft skills, work readiness trainings and entrepreneurship skills. The S4J project is part of "The Employment and Skills for Development in Africa (E4D) programme," commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and co-funded in Kenya by the European Union (EU), the Norwegian Agency for Development Cooperation (NORAD), and the Korean International Cooperation Agency (KOICA). The 21-month project was implemented in collaboration with Technical Vocational Education and Training (TVET) institutions, the private sector, the County Government of Kisumu, and the local industry players in Kisumu, Siaya, and Bungoma Counties. The project targeted a total of 1,940 people, of whom 35% (679) were women and 40% (776) were youth from vulnerable backgrounds. 1,940 of the target beneficiaries were expected to participate in three months of practical classroom training followed by three months of industrial attachment or internship and matching to jobs. Out of the 1,940, 200 beneficiaries who informally acquired skills and were already working in the informal (Jua Kali) sector and required both reskilling with technical knowledge and equipping with soft and business skills training. They would also be issued with business toolkits to expand their enterprises.

Various activities were implemented during the reporting period to target trainees at three levels (novices<sup>1</sup>, continuing<sup>2</sup>, and up-skillers<sup>3</sup>). They include, among others, trainee on-boarding and orientation, modularized 3-month training, skill matching through job placements to related industries and trainee assessment, sector skills round table forums and engagement meetings to secure opportunities for placement, business entrepreneurship skills training and coaching, soft skills training for up-skillers, TOT training on work readiness and soft skills for instructors, and Kisumu County Government Vocational Education and Training (VET) Policy and the Kisumu County Vocational Education and Training Bill (2022), and the issuance of business toolkits to the up-skilled trainees to improve their business capital. The project had intended to develop a learning management system in view of the prevailing covid-19 pandemic that could have potentially hindered in-person training and support interactive learning sessions following the restrictions around curfew and physical meetings. However, this was not achieved due to the high costs of installation; the low capacity of the project institutions to uptake and maintain, the technical skills gap by the institutions that required additional infrastructure to enable uptake in a sustainable manner. The time to work with the instructors to integrate the learning materials into the system would go beyond the project life yet the institutions did not have the resources to advance the same past the project life.

The project was delivered through 5 Vocational Training Centers in Kisumu County (i.e., Ahero VTC, Akado VTC, Mariwa VTC, NITA-Kisumu, YMCA-Kisumu) and two Technical Vocational Education Training Institutions (Bungoma North TVC, and Bondo) in Bungoma and Siaya Counties respectively. The project enrolled and supported technical training for 1,966<sup>4</sup> (1,020 males and 946 females) in

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<sup>1</sup> Youth with no prior training or work experience. <sup>2</sup> Youth undergoing vocational skills training by the time the project implementation started: <sup>3</sup> Youth working in the informal (JuaKali) sector without formal certification for their competence.

<sup>4</sup> 1966 comprised 815 continuing trainees, 986 novices, and 228 up-skilled enrolled across the 7 institutions (i.e., AHERO: 307,132 males and 175 females; MARIWA: 257, 155 males and 102 females; YMCA-Kisumu: 376, 103 males and 273 females; AKADO: 304, 163 males and 141 females; NITA-Kisumu: 447, 320 males and 127 females; BONDO: 155, 90 males and 65 females; and BUNGOMA: 120, 44 males and 76 females

Artisan Government Grade Test III Skills Training in various trades. 1,072 trainees (562 males and 510 females) were placed in industrial attachment, 660 (388 males and 272 females) were matched to jobs with 399 (242 males and 157 females) employed and 261 (146 males and 115 females) self-employed. 136 (78 males and 58 females) of the total employed (660), went into direct employment without going through an internship. They comprise of 76 employed and 60 self-employed. 165 (125males and 40female) up-skillers received training on Business management and entrepreneurship, 131 (97 males and 34 females) of them were issued with business toolkit vouchers, and 134 (105 males and 29 females) received three sets of coaching and mentorship support.

## 1.2. Review of the overall goal and level/extent of its achievement

<b>Project Title</b>	Skills for Jobs (S4J) Project
<b>Date of Submission</b>	30. 06.2023
<b>Project Location</b>	7 public and private implementing institutions in Kisumu, Siaya, and Bungoma counties. The public institutions are, Ahero Vocational Training Center, Akado Vocational Training Center, Mariwa Vocational Training Center, National Industrial Training Authority (NITA)-Kisumu, Bungoma North Technical and Vocational College, and Bondo Technical Training Institute) and one private institution, the YMCA Vocational Training Center.
<b>Beneficiaries</b>	The direct beneficiaries were the 1,850 youth aged 18–35 who faced unemployment challenges as a result of inadequate training and skill mismatch. They comprised 791 continuing trainees supported to pay examination and certification by NITA, 831 novices supported to acquire vocational skills, soft skills/work readiness, internship, and job placement in addition to examination and certification, and 228 up-skillers who benefited from examination and certification, soft skills/work readiness training, internship, and job placement, and business development support. In addition, the 7 VTCs benefited from capacity-building measures, such as instructors training in work readiness and soft skills, digital literacy, and Business and Finance management literacy.
<b>Project Period</b>	October 2021 – June 2023
<b>Goal and Objectives</b>	The overall objective of the project is to improve employment and economic opportunities for marginalized and vulnerable youth in Kisumu, Siaya and Bungoma counties through cooperation with the public and private sectors.
<b>Project Budget</b>	Eur 917,563.63

## 2.0. Results: Achievement Against Target

Indicator	Disaggregation	Targets	Achievement
<b>M1: Jobs</b>	Total	1,164	660 (57%) (387 Male 273 Female)
	Women	50% (582)	273 (46.9%)
	Youth	70% (814)	650 (79.9%) (380 males and 270 females).
	Green	20% (232)	48 (7%) i.e., hotels, salons and tailoring workshops that embraced green practices such as renewable energy alternatives, waste management and recycling.
<b>M2: Improved employment situation</b>	Total	75% (1,455)	1,197 <sup>5</sup> (82.3%) (Male 638 Female 559)
	Women	50% (727)	559 (76.9%)
	Youth	70% (1,018)	1,040 (103%)
	10% Income Increase	n/a	n/a
	Secure Jobs	n/a	n/a
	Improved working Conditions	n/a	n/a
<b>M3: Enhanced business capacity</b>	Enterprises	200	134(67%)
	Small	00	00
	Medium	00	00
	Large	00	00
	10% Increased Turnover	150	104, 69% (82males and 22females)
	Y% Staff Increase		n/a
	Access to Value Chain		94 (72%)
	Sector Specific Standards	150	Out of the 134 coached (89%) <ul style="list-style-type: none"> <li>• Customer relations (96%, 129)</li> <li>• Business planning and management (81%, 108)</li> </ul>

<sup>5</sup> This number includes those attached, employed and self employed after the Grade Test III training.

			<ul style="list-style-type: none"> <li>• Marketing (78%, 104)</li> <li>• Human resource management (75%, 101)</li> <li>• Record keeping (73%, 98)</li> <li>• Access to market opportunities (70%, 94)</li> <li>• Resource mobilization (60%, 80)</li> <li>• Product placement and branding (56%, 75)</li> <li>• Business formalization (25%, 34)</li> </ul>
<b>M4: Models improving economic and employment situation</b>	Total	2	3
	Women	n/a	n/a
<b>O1.3: People Trained</b>	Total	1,940	1,966 (101%)
	Women	35% (679)	946 (139.3%)
	Youth	40% (776)	1948 (251%)
<b>Industry liaisons officers trained on work readiness and soft skills</b>	Total	14	12 (85.7%)
	Women	7	3
	Youth	7	9
<b>O2.2: People in Internship/Industrial attachment</b>	Total	1,843	536 (29%)
	Women	50% (921)	286 (31%)
	Youth	70% (1,290)	536 (41.5%)
<b>Enterprises rate technical training courses as demand-oriented</b>		30 (75% of 40)	30 (100%). <sup>6</sup>
<b>Entrepreneurs/enterprises supported gained access to potential business partners</b>		50	94 (188%)
<b>O4: Public-private dialogue recommendations</b>	n/a	n/a	n/a

<sup>6</sup> Ref. Market Gap Assesment pg 20, section 6.0

<b>Toolkits Issued</b>	Total	126	131 (104%)
	Women	63	35
	Youth	63	96

## 2.1. Additional Impacts & Results and Qualitative Information

- i. The S4J scholarship provided confidence and motivation to another 64 trainees (31 males and 33 females) who did not go for placement but continued with further studies. They comprised 3 (1 male and 2 females) continuing with NITA grade I; 22 (9 males and 13 females) continuing with NITA Grade II; 15 (5 males and 10 females) enrolled in the KNEC diploma level; 16 (10 males and 6 females) taking advanced certificate; 7 (5 males and 2 females) undertaking diploma level courses; and 1 male trainee<sup>7</sup> who opted to enroll back in O-level studies.
- ii. Three institutions (NITA-Kisumu, Ahero VTC and Bungoma TVC) prioritized green courses and initiatives given the S4J's lobby to expand opportunities for the creation of green jobs. With the provision for 20% green jobs and courses, NITA revamped the solar PVC curriculum, Although the solar PVC, refrigeration and air conditioning curriculum existed at NITA in the past, such classes were not being held owing to the low uptake by trainees and lack of quorum to run the training. Ahero TVC set up a bio-digester and greenhouse through support from other development cooperation while Bungoma TVC established agricultural farms, installed solar and initiated a poultry project in an effort to expand opportunities in the green sector.
- iii. **Increased uptake of placement and job matching by the participating institutions.** Use of tripartite matching model (led by ILOs, Trainees and Pamoja), and the adopted participatory approaches including joint round table meetings with industry players, deliberate mapping of industry players and data sharing between Pamoja and the training institutions, bi-weekly reflections and follow-ups with ILOs for joint placement planning, and a stipend to the ILOs were key initiatives that directly contributed to this outcome.
- iv. **Use of Business Improvement Plans for marketing and resource mobilization.** This contributed to the high number of self-employed individuals that were recorded in the project. While the business plans (BPs) or Business Improvement Plans (BIPs) were originally meant to inform coaching and the progress of entrepreneurs and upskillers and their businesses, the BIPs became roadmaps and sources of confidence to initiate new business ideas, streamline ongoing business operations, and promote marketing and fundraising. Some entrepreneurs used them to build a case thereby attracting financial support. The issuance of business toolkits to the up-skillers further enhanced the business stability opening up 136 job placement opportunities spread across the various trade areas (i.e., Beauty therapy, Building and construction, Dressmaking, Dressmaking and tailoring, Electrical installation, Electronics, Food and beverage-production, Garment making, Hairdressing,

<sup>7</sup> Granton Ochieng Ouma from Akado TVC was enrolled in food and beverage as a continuing cohort III trainee. However, he dropped out to continue with O-level studies.

Masonry, Masonry and tiling, Masonry and Plumbing, Motor Vehicle Engineering, Motor Vehicle Mechanics, Panel beating, Plumbing and pipe fitter, and Welding and fabrication).

- v. **Institutional Policy Strengthening:** The project supported the development of the Kisumu County Vocational Education and Training (VET, 2023) Policy. From the policy, a bill was drafted and went through the 3 readings in the County Assembly, subjected to public participation and shall potentially be enacted into law to guide the county in effective management of the VTCs and especially their capitation needs. Once enacted, it will provide for the economic relevance of vocational education and training and the employability of graduates through public-private partnerships leveraging the private sector's experience in the skills required versus the training competencies offered by TVETs. The policy addresses, among others, a critical need for baby care centers in the learning institutions to support young mothers barred from acquiring technical skills due to the burden of childcare. This is expected to enhance the enrollment of young women in vocational training.

### 3.0. Challenges, Lessons Learnt, Good Practices

#### 3.1. Challenges

- i. **High demand for toolkits and business coaching and mentorship.** The toolkits were considered for only 150 upskillers. However, more novices and continuing trainees opted for self-employment and needed the toolkit equally. In addition, the project had factored only two coaching cycles for the 150 that were earmarked for toolkits. However, due to varying business capacities, beneficiaries expressed interest for more coaching and mentorship, especially among the 136 trainees who directly transitioned to jobs. The challenge was occasioned by limited budgets to facilitate coaching and provide extra toolkits and reduced opportunities for post-technical training support, further reducing chances for the expansion of avenues for youth employment and job creation.
- ii. **Accountability gaps by some of the participating institutions delayed enrollment of the continuing category of trainees.** Pamoja worked in partnership with the participating institutions to ensure the successful enrollment of trainees. However, most institutions did not align their selection of the continuing trainees (especially during the cohort one period, October–December 2021) to the provided selection criteria, leading to delays in enrollment occasioned by the reviews and replacement of trainees in the project database.
- iii. There were no direct linkages between trainees and financial institutions (banks, microfinance, and SACCO societies). However, there were reported indirect results of exposure to potential opportunities, knowledge, and awareness among the project beneficiaries through the joint events, such as the industry player round table meetings and exhibitions, where beneficiaries connected with industry players and county TVET and KYOEP<sup>8</sup> departments. Other horizontal linkages were created among the beneficiaries, who reached out to each other for marketing, products, and/or services. The joint WhatsApp pages for the beneficiaries enhanced communication, information sharing, and follow-ups.

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<sup>8</sup> Kenya Youth Employment Opportunities Project



- iv. **Unmet placement targets earmarked for each institution** due to various factors described below;
- The project design did not take into consideration some of the crucial unforeseen costs that affected placement. The project had assumed that the institutions have robust and well-structured placement systems and processes and links with the industry that only required support. However, this was not the case leading to delays in the pick-up of placement and extra use of human resources such as the apprentices to support in trainee placement and follow ups.
  - **limited institutional support.** The ILO required transport facilitation to follow up with new industries and carry out assessment of trainees in attachment. Most institutions did not have budgetary allocation for this therefore delaying the achievement of placement target by the ILO led approach.
  - Industry players expected to be paid in order to take up trainees on placement. This was not aligned to the project placement model. Those industry players who had a past encounter with similar projects that provided tokens and incentives turned back trainees reducing placement rates.
  - Some trainees failed to report for procured placement opportunities given their vulnerabilities and lack of transport facilitation and accommodation to and from the placement sites. Others, especially from the food industry, could not afford the cost of health insurance and food handling certificates and were not admitted for placement for lack of these as basic requirements. Thereby reducing overall target on placement of trainees.
- v. Under budgeting for the development of LMS limited the quality and relevance of meeting online demands within the planned duration and beyond the COVID-19 period. In response, a customized system was considered whose development took longer and whose functionality was not appropriately tested within the project lifespan, thereby losing the opportunity for testing digital training for the vocational courses.
- vi. The project started in a post covid recovery context that saw a slow uptake by industry players. This was further compromised by a tense election campaigns that made several industry players to absorb trainees.
- vii. **Socio-economic conditions leading to non-completion of the training:** 6% (116) of the 1966 trainees (61 males and 55 females) did not sit for their NITA Grade Test III exams despite their exam fees having been paid. 14 (8 females and 6 males) were from the YMCA, 29 (6 females, 23males) from NITA, 22(14 females, 8males) from Akado, 16 (7 females, 9males) from Mariwa, 6 (3 females, 3males) from Bondo TTI, 8 (4 females, 4males) from Bungoma, and 21 (13 females, 8males) from Ahero. The main reasons revolved around the social-economic challenges, including family breakages leading to separation, marriages to distant places in the course of training, high vulnerability and inability to meet the other institutional requirements not covered by the project scholarship (e.g., school uniforms and PPEs during exams), others receiving job offers before completing training, unavailability on phone most likely due to the re-registration process of mobile numbers that was commissioned by Safaricom during the project period, truancy, and substance abuse. *See Table 1 for summaries and Annex 1 for specific details of the said trainees.*

Table 1: Summary details of Trainees who did not sit for NITA Grade test III assessment

INSTITUTION	CATEGORY						Grand Total
	CONT COH 1	CONT COH 2	CONT COH 3	NOV COH 1	NOV COH 2	NOV COH 3	
AHERO				12	9		21
AKADO		4	8	3	7		22
BONDO					3	3	6
BUNGOMA			2		6		8
MARIWA		1		2	13		16
NITA	1	7		5	16		29
YMCA		1		2	11		14
<b>Grand Total</b>	<b>1</b>	<b>13</b>	<b>10</b>	<b>24</b>	<b>65</b>	<b>3</b>	<b>116</b>

### 3.2. Lessons Learnt

- i. The integration of business management and entrepreneurship training, coaching, mentorship, and toolkit support into the technical training promotes sustainable and resilient enterprises that are better prepared to thrive in a competitive business and market economy.
- ii. The collaborative partnership model adopted by the project through bi-weekly, monthly, and quarterly project reflections improved project accountability and monitoring. The reflections and accompaniment by GIZ also enhanced communication and a common understanding of the project dynamics and needs, which made it possible for the technical support necessary to adjust towards the successful delivery of the activities.
- iii. Combined efforts towards job placement: The tripartite placement model, where the trainees, the institutions, and the implementing partner (Pamoja) all seek placement and job opportunities, is much more sustainable and reliable. The trainee-led approach proved to be the most effective way for placement as it inculcates responsibility in the trainee, especially for scholarship projects. However, all require strong ILOs with the ability to closely monitor and involve the institution and the partner organization. Of the total placement and job matching, the trainee-led approach achieved 51% (548) as compared to Pamoja's 31% (335) and ILO's 18% (189).
- iv. Involvement of community resource persons like apprentices was valuable towards establishing reliable industry players and linking trainees with job and placement opportunities on short notice. Building capacity and engaging apprentices who understand the local dynamics, including business patterns and terrain.

### 3.3. Good Practices Established

- i. Upskilling proved to be high potential for the creation of jobs, skills enhancement and certification provided opportunities to advance their performance at work and/or establish and run their own enterprises. The upskillers also provide a ready opportunity for placement.
- ii. The Tripartite Placement Model (TPM) encouraged the respective parties to advance networking for the sake of promoting placement and job matching, further helping to

strengthen the role of learning centers in post-technical training towards employment and job matching. While most institutions did not initially lead the placement, this model enabled institutions and trainees to recognize their role and responsibility in the placement, thus providing opportunities for continued collaboration with industry players.

- iii. **Collaborative Partnership:** Joint reflections and training sessions with instructors from different learning centers, members of the county directorate of technical education, and industry players allowed for open levels of interactions, cross-sharing, and learning from each other, further promoting the building of relations, easing of tensions, and strengthening networking among the learning centers. In the past, there was restrained interaction and tension between some of the public and private training centers based on their ranking and hierarchies. Regular interactions, joint round table forums, and graduation events were all critical in strengthening coordination between the learning centers and the planning for joint project activities. The collaboration is expected to continue beyond the S4J project.
- iv. **Gender inclusion.** The project emphasized gender inclusivity at all levels of implementation. Even where the male-female balance was not equal in numbers, there were deliberate efforts to ensure gender inclusivity, which made the project exceed the 35% target. Out of the total enrollment of 1966 trainees, 52% (1,020) were males and 48% (946) were females. The low levels of females among the beneficiaries issued with toolkits (i.e., out of 131, 97 males and 34 females) were due to the low levels of female applicants (presentation of business plans). Working with learning centers on deliberate gender inclusion enhanced their institutional approaches to gender mainstreaming, including the consideration of setting up baby care centers to enable lactating mothers to also get trained.
- v. **Research and documentation.** The market gap needs assessment; video and pictorial documentation, as well as evaluation and documentation of success stories, were critical to setting the baseline and informing project development and necessary improvements. A lot of market trend insights were gathered during the baseline that informed the choice of courses and competency skills training on soft skills and entrepreneurship, further ensuring that individuals' knowledge, skills, and competencies enable them to contribute to meeting opportunities in the market. The assessment not only informed institutional focus and trainee mobilization in specific grades and courses but also the need for institutional curriculum reviews, with most learning centers admitting to the application of outdated curriculums. Although there were no curriculum reviews at the end of the project, conversations on curriculum reviews and studies to inform curriculum reviews have become necessary to formulating strategic directions for the growth of the learning centers. Progress on this can be followed even after the project implementation period.

## 4.0. Sustainability, Recommendation and Next Steps

### 4.1. Sustainability Measures Established

- i. **Capacity and structural support.** Working through structures of established institutions guarantees sustainability and continuity of the project contribution. Building the capacity of 35 (21 males and 14female) instructors and ILOs<sup>9</sup> provides a long-term basis for the institutions to continue uptake and apply the project models beyond the project period. The

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<sup>9</sup> Industry Liaison Officers consist of participating institutional representative instructors who were directly involved in the implementation of the S4J project, especially in supporting trainee placement and follow-ups.

instructor's TOT<sup>10</sup> training on soft skills and entrepreneurship, the pedagogy skills training enhanced the quality of delivery of training but also engineered the discussions towards reviewing the training curriculum to include soft skills as an examinable course.

- ii. **Collaborative partnerships are less costly and guarantee ownership and support.** Through industry player round tables and alumni WhatsApp platforms established, other interventions provide opportunities for continued linkages towards placement and job matching by the learning centers. Successful collaborations through the established networks guarantee the confidence of industry players to absorb more trainees in the future.
- iii. **Community capacity building:** Training and working with community apprentices<sup>11</sup> remains an essential effort towards strengthening local systems. Five community apprentices from Kisumu County were engaged in project delivery with specific responsibilities of supporting placement, following up on trainees, and training the upskillers in business finance management. Through the experience gathered and networks established, these apprentices can effectively support other development initiatives beyond the scope of the S4J project.
- iv. **Policy development:** The Kisumu County Vocational Education and Training Bill, 2023, is a bill for an ACT of the Kisumu County Assembly to give effect to the Fourth Schedule of the Constitution of Kenya, 2010, and the Technical Vocational Education and Training Act, 2013, and provide for a framework for the establishment of systems for the administration, management, and governance of vocational education and training within Kisumu County and for connected purposes. Once enacted, the policy (Kisumu County Vocational Education and Training Policy, 2023) will provide a framework for vocational education and training and the employability of TVET graduates through public-private partnerships in the long term.

## 1.2. Recommendations

1. Co-creation and awareness creation around the green jobs and green economy concept: The project recorded low adoption of the green economy concept by the technical training centers, below the 20% target that was introduced later into the project without an analysis of the necessary infrastructure. Further, a limited understanding of the green economy concept, as well as the roles played by women, young people, and TVETs in promoting green entrepreneurship, is more urgent. The current development by the TVET training sector and government, spearheaded by NITA, on the development of curricula in renewable energy sub-sectors and agriculture presents low-hanging opportunities to deliver this unmet, yet very critical, demand that has high job potential.
2. Undertake research: In order to promote informed institutional readiness to support the transition to sustainability and the creation of green jobs, Pamoja should purposefully involve the learning centers in research to streamline the project needs with the existing infrastructure to guarantee the delivery of green courses. This would also require policy engagement, including curriculum development and reviews.
3. Future development projects should consider a robust mid-term project evaluation and adjustments to allow for the integration of learning and lessons through the implementation

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<sup>10</sup> Training of Trainers

<sup>11</sup> Pamoja recruited and trained community mobilizers.

of a dynamic project such as the S4J. Such a review process could help better respond to emerging needs, issues, and concerns about under budgeting and expectations without losing focus on the targeted outcomes.

4. There is a need to review the 3-month period for the technical skills training vis a vis the capacity (equipment and instructors) of the centre. The 3-month training varied for various trainees and learning institutions. While some considered it adequate, feedback was received from some centers on the need to increase the training period to 6 months to allow for adequate preparation of trainees and reduce the number of NITA Grade III exam failures and/or fear of exams among the inadequately prepared trainees. Overall, covering the syllabus for NITA Grade III in three months required learning centers to make an extra effort to adequately prepare the trainees.
5. Interviews and induction: To onboard trainees, physical interviews and inductions need to be a mandatory requirement. This will help reduce the data and information gaps on the part of the trainees and institutions as well as the development project in future. This may help with any follow-ups and communications and facilitate the logistical planning required for any monitoring or follow-up.
6. Policy implementation: Lobby the TVET institutions to provide adequate support to the office of ILOs with the necessary resources to be able to effectively support and follow up on trainee placement and assessment.

### **4.3. Next Steps**

Pamoja proposes an internal program reflection meeting with GIZ to take stock of the successes, challenges and lessons learnt from the project.

Sharing implementation documentation experience and good practices for sustainability purposes with the county education department in charge of VTCs and host VTCs to continue with these practices.

## **GIZ-E4Ds Final Assessment and Recommendation *(for GIZ TA's input.)***

<b>Industries/Sectors with the highest Jobs realized (Government Grade test III)</b>				
<b>NO.</b>	<b>INDUSTRY</b>	<b>COURSE</b>	<b>JOBS CREATED</b>	<b>TOTAL</b>
1	Building technology	Plumbing Pipefitter	67	<b>147</b>
		Masonry	56	
		Carpentry and Joinery	3	
		Welding and Fabrication	19	
		General Fitting	1	
		Painting and Decoration	1	
2	Automotive Engineering	Motor vehicle mechanics	131	<b>142</b>
		Plant mechanics	10	
		Motor Vehicle Electrical	1	
3	Beauty Industry	Hairdressing and beauty therapy	136	<b>136</b>
4	Electrical Technology	Electrical wireman	88	<b>100</b>
		Electronic mechanics	11	
		Electrical Engineering	1	
5	Hospitality	Food and beverage (service/production)	80	<b>80</b>
6	Garment Making	Tailoring and dressmaking	46	<b>47</b>
		Fashion and Design	1	
7	Solar Technology	Solar Installation	3	4
		Solar photovoltaic	1	
8	Information technology	Information and communication technology (ICT)	2	<b>2</b>

A total of 48 (27 males and 21 females) green jobs were realized from 22 industry players who adopted the green business concept.

NO.	INDUSTRY PLAYERS	INDUSTRIES	GREEN COMPONENT ADOPTED	TRAINEES EMPLOYED	TRAINEES ATTACHED
1	Rosemary Adala	hairdressing	She is an industry player who has adopted green concept in her business whereby she collects and sells used wigs for reuse to those who make door mats.	3	2
2	Calfie Resort	Hotel Industry	Adopted use of solar renewable energy for lighting to complement expensive electricity.	1	1
3	Beline Perry	Hairdressing and Beauty therapy	Beline is a trainee who became self employed ,adopted greenconcept of selling of used wigs to recyclers making door mats as a way of making extra income.	3	2
4	Amos Ouya	Tailoring and dressmaking	A self employed trainee reusing waste clothing materials to make pillow cases and cushions. before S4J intervention he used to throw them away as wastes.	3	4
5	Josephine Apwoka	Tailoring and dressmaking	A trainee who embraced recycling of waste clothing materials to make handbags and pillow cases.	2	1
6	BenterChristine	Beauty therapy	A trainee who ventured into self employment. She sells used wigs to recyclers who uses them to make door mats.	2	1
7	Winnie Augo	Hairdressing and Beauty therapy	An industry player who has adopted green concept of doing business by reselling used wigs to recyclers to make door mats.	3	3
8	Ruth Atieno Risiara	Tailoring and dressmaking	A trainee recycling used/waste clothing materials to make pillows cases and small handbags,	2	1
9	Carol Maya	Hairdressing and Beauty therapy	An industry player using her Salon as collection point of used wigs and resell to recyclers who then uses them to make door mats.	2	3
10	Judy Malachi	Tailoring and dressmaking	Trainee using waste clothing materials to make pillows and small handbags	3	2
11	Maureen Apiyo	Hairdressing	She is a beneficiary of skills for jobs project,she sells used wigs to recyclers to make door mats	3	0
12	Mary Otieno	Hairdressing and Beauty therapy	A trainee sells used wigs to recycler to make door mats for an extra income.	2	1
13	Florence Awino	Tailoring and dressmaking	Trainee, uses waste clothing materials to make pillows cases and small hand bags.	2	2

14	Eunice Achieng	Hairdressing	Trainee, sells used wigs to recyclers to make door mats	0	1
15	Linnet Atieno	Dressmaking	Industry player recycling waste clothing materials to make pillows and small hand bags.	1	1
16	Andrew Obudho	Tailoring and dressmaking	Trainee, uses waste clothing materials to make pillows cases, Safari bags and small handbags.	2	1
17	Raygreen hotel	Hotel industry	An industry player who adopted use of solar for lighting as a back up to electricity, the hotel has own poultry project and uses hotel food left overs to feed them. Hotel get chicken supply from its own poultry farm.	2	1
18	Wigot gardens	Hotel industry	An industry player who adopted use of solar for lighting and Biogas for cooking. Solar lighting compliment use of electricity as a source of lighting.	1	2
19	Melvic hotel	Hotel industry	An industry player who adopted the use of solar for lighting.	2	2
20	Papa Dishes	Hotel industry	An industry player who operates own poultry farm, uses food remains from hotel to feed chicken, which then are supplied to same hotel.	4	3
21	Jumuia Hotel	Hotel industry	An industry player who Has adopted use solar for lighting to complement electricity	0	2
22	Daniel Yuya	Tailoring	An industry player who uses waste clothing materials to make pillows cases, ladies bags and small handbags.	3	2
23	David Juma Ouma	Solar Installation	Trainee, self employed, does solar Installation in hotels, homes	1	0
24	Fedelis Hagono Osewe	Solar Installation	Trainee, self employed, does solar Installation and repair,	1	1



<b>COURSES OFFERED BY THE PROJECT PER INSTITUTIONS</b>							
<b>NO.</b>	<b>NITA</b>	<b>MARIWA</b>	<b>YMCA</b>	<b>AHERO</b>	<b>AKADO</b>	<b>BUNGOMA</b>	<b>BONDO</b>
1	Plumbing pipe fitter	Food and beverage production	Food and beverage Production	Food and beverage	Food and beverage production	Automotive Engineering	Masonry and Tiling
2	Motor vehicle mechanics	Motor vehicle mechanics	Motor vehicle mechanics	Motor vehicle mechanics	Motor vehicle mechanics	Beauty therapy	Electrical Engineering
3	beauty therapy	Electrical Wireman	Electrical Wireman	Electrical Wireman	Electrical Wireman	Plumbing pipe fitter	Plumbing pipe fitter
4	Food and beverage	Masonry	Beauty therapy	Masonry	Hairdressing	General Agriculture	Hairdressing
5	Electrical Wireman	Dressmaking	Dressmaking	Plumbing pipe fitter	Plumbing pipe fitter	Fashion and Design	Civil Engineering
6	Plant mechanics	Beauty therapy	Welding and Fabrication	Beauty therapy	Dressmaking	Electrical wireman	Dip. Human Resource management
7	Solar photovoltaic	Information and communication technology	Hairdressing	Dressmaking	Welding and Fabrication	Hairdressing and Beauty Therapy	Dip. Business management
8	Masonry	Welding and Fabrication	Tailoring	Welding and Fabrication	Tailoring	Electrical Engineering	Social work and community development
9	Carpentry and	Hairdressing and	Food and beverage	Carpentry and	Fashion and	Electronic	Information and

	Joinery		Services	Joinery	design	Mechanics	communication technology
10	Welding and Fabrication	Food and beverage Services	Plumbing Pipe fitter	Hairdressing and	Food and beverage Service	Motor Vehicle Mechanics	Building Technology
11	Hairdressing	Painting and decoration		Electronic mechanics	Masonry		Electrical wireman
12				ICT			
	Dressmaking				Solar Installation		
	Electronic mechanics						
	General Fitting						
	Refrigeration and Hair conditioning						
	Solar installation						

<b>Toolkits per Course</b>					
<b>NO.</b>	<b>INDUSTRY</b>	<b>COURSE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL NO. OF RECEIPIENTS</b>
1	Building technology	Plumbing Pipefitter	7	0	7
		Masonry	12	0	12
		Carpentry and Joinery	0	0	0
		Welding and Fabrication	8	0	8
		General Fitting	0	0	0
		Painting and Decoration	0	0	0
2	Automotive Engineering	Motor vehicle mechanics	49	0	49
		Plant mechanics	0	0	0
		Motor Vehicle Electrical	0	0	0
3	Beauty Industry	Hairdressing and beauty therapy	<b>0</b>	<b>22</b>	<b>22</b>
	Electrical Technology	Electrical wireman	15	0	15
		Electronic mechanics	0	0	0
		Electrical Engineering	0	0	0
4	Hospitality	Food and beverage (service/production)	0	2	2
5	Garment Making	Tailoring and dressmaking	3	11	14
		Fashion and Design	0	0	0
6	Solar Technology	Solar Installation	0	0	0
		Solar photovoltaic	0	0	0
7	Information technology	Information and communication technology (ICT)	2	0	2
<b>TOTAL</b>			<b>96</b>	<b>35</b>	<b>131</b>