



**ENHANCING REFUGEE RESILIENCE AND ACCESS
TO LIVELIHOOD THROUGH VOCATIONAL SKILLS
TRAINING**

**ASSESSMENT OF THE OUTCOME OF VOCATIONAL SKILLS TRAINING
FOR REFUGEES AND HOST COMMUNITIES IN KENYANS**

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Consultants,

The views expressed herein are those of the authors and
do not necessarily reflect the opinions or policies of
CDTD and UNHCR or any of their affiliated organizations.

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LIST OF ACRONYMS

CDTD:	Centre for Domestic Training and Development
MEAL:	Monitoring, Evaluation, Accountability and Learning
UNHCR:	United Nations High Commissioner for Refugees
DRC:	Democratic Republic of Congo
CBD:	Central Business District
CSO:	Civil Society Organisation
KICD:	Kenya Institute for Curriculum Development
KIE:	Kenya Institute of Education
MYSA:	Mathare Youth and Sports Association
FBO:	Faith Based Organisation
MSF:	Medicines San Frontiers
NGO:	Non-Governmental Organisation
GBV:	Gender Based Violence

EXECUTIVE SUMMARY

The project was a response to the findings of a Participatory Needs Assessment (PNA) which established that young female refugees of the Somali descent were being exploited by rogue employers and subjected to all forms of Gender Based Violence (GBV). The report recommended immediate and urgent remedy. After wide consultations, the programs offered by the Centre for Domestic Training and Development (CDTD) were considered ideal under the prevailing circumstances. The rationale behind this was that CDTD had been training house helps and the centre was considered to have the capacity to provide essential skills to the girls that would improve their incomes while at the same time empowering them against any forms of abuse and exploitation.

CDTD therefore entered into partnership with United Nations High Commissioner for Refugees (UNHCR) in 2007 with a view of providing Vocational Skills Training (VST) to these girls. The initial class registered an impressive success and this prompted UNHCR to continue with this partnership. The program was structured to help 75 percent refugees and 25 percent Kenyans. And in order to have gender balance, male students were also admitted into the program. The decision to include the male refugees provided them with an opportunity for VST which was otherwise lacking.

This success notwithstanding, no attempt has been made to document the impact and the lessons learnt in this initiative since 2007. In order to fill this gap, this assessment focused on the year 2011 and 2012 to provide insight into this program. Available records showed that in the year 2011 and 2012 the program had a total of 650 beneficiaries consisting of 75 percent refugees and 25 percent Kenyans as is recommended by the UNHCR programming policy. This contributed significantly in integrating the refugees to the locals and dispelling the potential xenophobic feelings among the local communities.

A total of 80 former students, 10 employers, 4 UNHCR staff members, 5 CDTD staff members, 1 community leader and 4 partner organisations were sampled for this assessment. Data collection was done with the assistance of 5 research assistants and two Somali and Oromo translators for a period of five days.

The results of this assessment showed that a large proportion of the graduates felt that there were significant positive changes in their ability to get jobs, levels of awareness on their rights and obligation as employees. There was also a significant improvement in the average salaries earned by the graduates of the vocational training. On average the mean monthly earnings tripled compared to the period prior to the training. The graduates also reported significant improvement in their proficiency in English and Kiswahili languages. Similar improvements were also reported for numeracy skills.

On the whole, there was a general improvement in the desire for personal development as was reflected by an increase in the proportion of those who secured jobs after training. This also indicated that the courses undertaken were marketable and relevant in both the formal and the informal labour markets. There was a strong feeling among a good proportion of graduates that the centre needs to add hair dressing since it was also considered as a marketable course.

The initiative was very relevant to the job market since it focused both on available positions in the informal sector and on vocational skills which is the main supplier of labour in this sector. It is estimated that the informal sector employs 70 percent of the workforce in Kenya

and is responsible for nearly 80 percent of new jobs generated in the country. Experience here in Kenya, as is elsewhere, shows that because of the precarious legal status of urban refugees and inability or difficulty to obtain the requisite work permit, a large proportion retreat to the informal sector where they remain “invisible” to the authorities and thus avoid wanton harassment from law enforcers. CDTD offered three vocational skills training including Homecare Management course which is a versatile course equipping the learners with the necessary skills that enable them to work in many places including hotels, restaurants, offices, individual houses as house helps, outside catering, shoe shining, car wash, and to operate private businesses. The courses also included computer studies and tailoring that also fits well in the informal sector.

The program was effective in achieving its set goals and objectives. It was able to meet its target numbers of beneficiaries. This was attributed to the proximity of the college to the residential places of a large proportion of refugees especially Somali and Ethiopian refugees. Some progress was also made towards job placements especially due to the inclusion of attachment in the centre’s training schedules. However, the government directive requiring all refugees to resettle in designated refugee camps made some refugees to shy away from seeking opportunities outside of Eastleigh for fear of apprehension and harassment by the authorities.

The program cost an average of KShs. 30,056.80 in 2011 and KShs. 34,138.89 in 2012 per beneficiary/trainee. Although a good proportion of the cost was consumed by administrative expenses, the location of the centre proximate to refugee residential areas helped shift the cost away from the refugees to the sponsor. It would have been difficult for the refugees to access the courses if the centre was not located within the vicinity of Eastleigh.

The training at the centre complied with the Kenya Institute of Curriculum Development (KICD) [Formerly Kenya Institute of Education (KIE)] recommendations of having more time allocated to practical as compared to theory. The program allocated 80 percent to practical and 20 percent to theory in all its courses. Such a syllabus is recommended for artisan and craft courses targeting those with at least primary level of education. It was however, noted that majority of the refugees and Kenyans recruited in the centre had secondary qualification. In order to endear the syllabus to the qualifications of the trainees, the tutors were inducted on how to tailor make the respective courses to the education background of the trainees. This ensured quality delivery of the content of the respective syllabus of the various vocational skills courses.

There were also internal examinations, registers and timetables to ensure internal accountability, quality assurance and monitoring and evaluation. Nonetheless, there were reports of high levels of truancy in the 15 week analysis. The high level of truancy was attributed to challenges faced by the trainees within their host families and in some cases difficulties in accessing livelihoods.

The assessment indicated that apart from the partnership with UNHCR, the program did not have other strong partners. The CDTD program interacted with the identified partners only on a need based approach. This did not allow the centre to form strong networks for marketing its courses away from former students and the refugee networks.

The program was heavily dependent on donor funding for its continuity despite having self-grown mechanisms for continuous recruitment of trainees. There is currently no income generating activity that can sustain the centre in providing vocational skills training to refugees and the out-of-school youths from Kenya.

The assessment concludes that the initiative was not only creative in its conception and implementation but also relevant to the labour market needs and the career aspirations of the target group-out-of-school refugees and Kenyans. There are however, areas of strengths and weaknesses that may need attention if the cumulative benefits of the program were to be improved further. This will require the participation and involvement of all stakeholders including UNHCR, CDTD, the trainees, potential employers, and community members.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Assessment

The growing trends in global urbanisation continue to shape the pattern and structures of refugees' settlements world over. It is generally accepted that the tented sprawling camps no longer presents the true image of refugees. According to UNHCR, (2009), nearly half of the total world's refugee population live in urban areas with designated camps only accounting for one third of this number. Pavanello, Elhawary & Pantuliano (2010) points out that the major pull factors to urban refugees revolve around their quest for a sense of community, safety and a search for economic independence. While these remain the ideals of the urban refugees, the realities of urban environment, especially in developing countries, presents a harsh reception full of harassment, physical assault and poverty to the fore of refugees' life. Consequently, urban refugees end up living in squalor conditions similar or even worse to those of the local urban poor (Pavanello, Elhawary & Pantuliano, 2010).

In the past two decades, Kenya has seen a large-scale influx of refugees mainly as a result of protracted humanitarian crisis in neighbouring countries. In 1988 Kenya was home to about 12,000 refugees living in Nairobi mainly from Uganda (UNHCR, 2009). Currently, it is estimated that it is home to over 500,000 refugees. The growing numbers notwithstanding, refugees in urban areas still remain a hidden population since little is known about their numbers, profile, status, location and livelihoods (Pavanello, Elhawary & Pantuliano, 2010). It is however, estimated that Nairobi had 32,000 refugees in 2006 growing to 46,310 by 2009. Presently, there are more than 55,000 refugees living Nairobi who are registered with UNHCR. Anecdotal, estimates however puts this figure to over 100,000 since a large number of refugees who sneak out of the designated camps do not register with the authorities (UNHCR, 2010; Pavanello, Elhawary & Pantuliano, 2010).

Available studies have shown that the urban refugee situation in Nairobi is Pan-African and complex with refugees from at least eight countries including Somali, Ethiopia, Democratic Republic of Congo (DRC), Sudan, Uganda, Rwanda, Eritrea, and Burundi (Pavanello, Elhawary & Pantuliano, 2010). A large proportion of these refugees are from Somali and Ethiopia and mainly stay in the Eastleigh area of Nairobi.

The influx of urban refugees into Nairobi has been attributed to search of greater livelihoods opportunities and increased security. However, due to a weak legal framework in Kenya the rights of such refugees to move freely within Kenya and reside in urban areas are currently unclear. Despite the passage of the Refugee Act, 2006 there has not been a commensurate policy guideline to help in the enforcement of the provisions thereof. Such confusions make it virtually impossible for refugees to secure jobs in the formal sector in Nairobi in both private and public sectors. Yet, studies have shown that refugees do make a contribution to the local and national Kenyan Economy. Accordingly, Sara, Samir and Sara (2010) advocates for improved support for urban refugees to enhance their participation in the economic system both in the formal and informal sectors.

According to De Vriese (2006) the legal status of urban refugees remains unresolved in many countries including Kenya making many of them to retreat to the informal sector. Unfortunately, the informal sector remain the main source of employment for nearly seventy

five percent of the local labour force making access to job opportunities not only competitive but also difficult (Nyerere, 2009; Pavanello, Elhawary & Pantuliano, 2010).

Studies into the structure and nature of the workforce in the informal sector show that only 1.5 percent may be trained in the relevant skills within their sectors. Nyerere, (2009) concluded that there is a mismatch between the supply and demand of technical skills within the informal sector leading to unemployment and underemployment. This therefore means that a judicious choice of skills for both vocational and technical training may provide a graduate of such course with better chance of securing job placements. It is with this understanding that the Centre for Domestic Training and Development (CDTD) and United Nations High Commissioner for Refugees (UNHCR) launched the Vocational Training program for urban refugees in Nairobi.

The choice of vocational training was premised on the fact that it provides learners with an opportunity to acquire practical skills, knowhow and understanding necessary for employment in a particular occupation, trade or group of occupations within a short period of time. According to Bonn Resolution 2004, vocational training can provide an essential tool for poverty alleviation and improvement of quality of life. Moreover, Bennell (1999) observed that vocational training furnish learners with the required skills to improve productivity, raise income levels and improve access to income opportunities.

Centre for Domestic Training and Development (CDTD), in recognizing the critical role played by vocational training, started offering a number of such skills to refugees and young Kenyans. The CDTD program aims at empowering out-of-school, unemployed and other disadvantaged youths with skills for employment and income generation. In order to achieve this, the organization employed a six pronged approach which include Vocational skills training, Life skills, Reproductive Health, Labor Education, Literacy and Job Placements. This has enabled CDTD to offer holistic empowerment to youths both refugees and out-of-school youths from Kenya in its programs. CDTD believes that the integration of out-of-school urban refugee youths into the local communities and meaningful participation in socioeconomic development is embedded in equipping them with skills for employment and income generation. Given the circumstances of the out-of-school urban refugee youths vocational training was the most appropriate.

It is with this in mind that CDTD entered into a partnership with UNHCR with an aim of providing vocational skills training targeting at least 75% refugees and 25% Kenyans at any one time. The trainings conducted were mainly vocational skills such as Tailoring and Home care management (Housekeeping, catering and childcare). The program also incorporated literacy, Computer classes and industrial attachment as part of the skills provided.

CDTD in Partnership with UNHCR commissioned this assessment to establish the outcome and impact of the vocational skills training for refugees and Kenyans especially in the project areas of Eastleigh and its environs of Mlango Kubwa, Huruma, Dandora, Chai Road, Kayole, etc.

1.2 Objectives of the Survey

The aim of this consultancy was to carry out an assessment to establish the impact of vocational skills training amongst refugees and Kenyans. Additionally, the assessment sought

to recommend on the best way forward in regard to training on vocational skills. Specifically, the consultancy sought to:

1. Measure the outcome of vocational skills training for the last two years
2. Determine the marketable skills for out-of-school youths
3. Develop recommendations regarding training on vocational skills

1.3 Theoretical and Conceptual Foundation

The assessment was guided by the resilience theory. Resilience is a theory that can inform action and it is a concept that changes our focus from the breakdown and disorder attributed to exposure to stressful environments, to the individual characteristics and social processes associated with either normal or unexpectedly positive psychosocial development. According to Masten, Best and Garmezy (1990) the term resilience has been used to label three different types of phenomena: individuals who have experienced traumatic events but have been able to recover well; persons who belong to high-risk groups, but who have more favourable outcomes than expected; and persons who show positive adaptation despite life stressors.

The choice of resilience theory is premised on the fact that it holds promise for its potential to inform treatment of stress-related pathology. Moreover, a better understanding of the mechanisms that promote resilience can inform training programs aimed at preventing maladaptive responses to trauma.

Nonetheless, we are alive to the fact that resilience as a construct has traditionally lacked consistent, complete and measurable definition. Such definition ambiguity has partly contributed to the term being incorrectly applied with asymptomatic individuals often being deemed resilient. The strength of this theory also lies in the relabeling of treatment and training of individuals undergoing stressful situations to “resilience building”. This has helped in reducing stigma associated with such cases. In this assessment the theory may be useful in understanding integration and subsequent reduction of xenophobia.

1.4 Project Design and Plan

The project design and implementation was crafted along the lines of the CDTD’s curriculum on Homecare Management. This curriculum was developed in consultation with the Kenya Institute of Education (KIE). The curriculum was modified and tailor made to address the specific needs of the refugee populations. In the end, the courses offered at the centre fall in at least four options.

OPTION I: Homecare Management (Courses include: Housekeeping, Food Production, Laundry Work, Life skills, Home Nursing and First Aid, Labour Laws, Entrepreneurship and Reproductive Health)

OPTION II: Tailoring

OPTION III: Computer Studies

OPTION IV: Literacy (Proficiency in English, Kiswahili and Numeracy)

The fourth option was however, a prerequisite into enrolling for the other courses. It is important to note that those who opted to pursue Tailoring and Computer studies did not

benefit from life skills training that combined additional training on Labour Laws, Entrepreneurship, and Reproductive Health.

The project targeted both refugees and Kenyans at a ratio of 7 refugees to 3 Kenyans. This was done to ensure integration of refugees in to the local populations. The training were organised to take four months for manipulative/practical skills and analytical theoretical skills. In addition the trainees were required to go through a two months period of attachment in order to obtain hands on experience in the vocational skills pursued.

1.5 Vocational Training in Kenya

Vocational training refers to the gradual acquisition of skills and knowledge needed for a specific occupation, trade or profession. Vocational training emphasises on the technical or practical skills as opposed to the academic components. Vocational skills' training has been linked to positive outcomes and impacts on poverty eradication through enhanced access to livelihoods (Hafner, 2009; King, 2006 Nyerere, 2009). It is Oxenhan et al. (2002) who recognise that a combination of literacy training and vocational skills training produces better outcomes in enhancing livelihoods among the poor.

In Kenya Ngerechi (2003) observed that vocational skills training can be categorised into four levels:

- i. *Artisan level*: offered at Youth Polytechnics and on the job training in formal sectors and informal sectors
- ii. *Craft level*: Offered at Technical Training Institutes (TTI) and Institutes of Technology (ITs)
- iii. *Technician Level*: Offered in National Polytechnics and a few selected TTIs and ITs.
- iv. *Technologists Level*: Offered in National Polytechnics and Universities

The training at these levels follow different curriculum although there is emphasis on the acquisition of both manipulative/practical and analytical or theoretical skills. The only difference lies with the time allocations. The Kenya Institute for Curriculum Development (KICD) {Formerly Kenya Institute of Education (KIE)} recommends that 80 percent of the time be spent on manipulative skills acquisition while 20 percent for theoretical skills for the lower levels (Artisan) and the reverse in the higher levels in a progressive way. Table 1.1 shows the structure of the recommended course patterns.

Table 1.1 Structure of TIVET Curriculum by different levels

Level	Type	Manipulative/ Practical Skills	Analytical/ Theoretical Skills	Total Hours
1	Artisan	90	10	100
2	Craft	80	20	100
3	Technician	60	40	100
4	Technologist	40	60	100
5	Advanced Technologist	20	80	100

Source: Ngerechi (2003)

Despite a well elaborate structure for curriculum development for technical and vocational training, there is no single curriculum to guide the training of technical courses in Kenya. The *Sessional Paper No 6 of 1988* that gave room for the increased participation of private entrepreneurs in the technical and vocational training sector has been faulted for complicating the curriculum in Vocational and Technical Training by allowing each institution to teach whatever they want in their own way and thus creating confusion in the sector. This confusion can be attributed to the inclusion of private players without attendant national policy to guide their operations. As a result, Technical and Vocational Education Training providers and institutions resorted to different curricula based on origin and respective market demands (Ngerechi, 2003). The multiplicity of curriculum and the absence of a single body to oversee the management and delivery of technical and vocational skills training has led to different types of certificates that puts the burden of authentication and verification on the employer rather than the government.

The prevailing trend is that examination and certification is done by Kenya National Examination Council, Trade Tests by the Directorate of Industrial Training, own (internal) examinations, and foreign based examination bodies (Ngerechi, 2003). The flooding of the market with certificates from numerous sources has made a number of employers to question the authenticity of such certification. Worse still, there is no single body to provide standardisation with regard to grading and qualifications from the various examination bodies. The proposed creation of the Technical and Vocational Training Authority holds the potential of providing sanity into the sector. However, there will still be need for attitude reorientation and enhanced political will for these to be realised.

According to Haan (2001) there has been growing doubts with the effectiveness and efficiency of Vocational Skills Training in Sub-Sahara Africa to adequately transfer relevant skills and assist school leavers and unemployed youths to find self-employment. The inability of the Vocational Skills Training to equip the learners with the requisite skills to be translated into meaningful livelihoods outcomes has led to growing negative attitude towards such courses (Ngige, 2012; Omulando & Shiundu, 1992). Nonetheless, studies on poverty reduction reveal that in the post Structural Adjustment era, vocational skills training hold the key to poverty reduction and eradication (King, 2006). The low investment and negative attitude towards Technical and Vocational Skills Training perhaps explain why Sub-Sahara Africa lags behind in Technology (Mwiria, 2002; Haan, 2001; & Atchoaren and Esquieu 2002). There has since been a renewed effort to integrate Technical and Vocational Skills Training in the formal school curriculum at both primary and secondary level.

According to Mwiria (2002) the efforts to integrate Technical and Vocational Skills education in the formal syllabus in Kenya has been bumpy and replete with inconsistencies. The integration was rather ambitious and many of the schools lacked the wherewithal to provide such training. Some industrial courses were withdrawn while some syllabuses revised and merged into one discipline while the inclusion of such courses in primary schools has since been discontinued.

The difficulties in the introduction of the technical and vocational skills training in the formal school syllabus are more of a reflection of the general attitude and problems encountered in the informal educational system and the labour market. The place of the Technical and Vocational Skills Training is yet to be properly defined in Kenya. These problems notwithstanding, technical and vocational skills training remains the pillar of the informal and formal economic sectors and a major tool for poverty reduction in Kenya as is the case in many developing countries (Mwiria, 2002; Haan, 2001).

CHAPTER TWO: METHODOLOGY

2.1 Introduction

This chapter describes the methodology applied in the evaluation. It details the sample and sampling procedures, data collection instruments and approaches, data management, and ethical considerations.

2.2 Study Design

The study employed a cross-sectional evaluation survey design with the use of methodological triangulation in sampling and data collection. This design allowed for data collection at the same time from a number of respondents within a short period of time. This design is also amenable to use of both qualitative and quantitative data and also primary and secondary data.

2.3 Study Area

The evaluation was conducted in Nairobi among the refugee populations who had attended the CDTD Vocational Training Centre located in Eastleigh. Eastleigh is one of the estates in Nairobi that has been experiencing the influx of refugees mainly from Somali and Ethiopia. The estates presents the characteristic features of a decaying city and is surrounded by a number of slums including Mathare and settlement areas of the poor and vulnerable local populations who mainly eke their livelihoods from the informal sector or low paid wage employments in the formal sectors. It is estimated that Eastleigh is the home for more than half of the urban refugees in Nairobi (Pavanello, Elhawary & Pantuliano, 2010).

2.4 Sample and Sampling Procedure

The study respondents were sampled from the project sites within Eastleigh and its environs. Particularly, both proportional random sampling and purposive sampling were used to identify 10% of the beneficiaries. The program benefited a total of 651 trainees both refugees and Kenyans between 2011 and 2012. From this list, which was used as a sample frame, a total of 80 former trainees were randomly sampled and their contacts extracted from the centres registry. The sampled graduates were then called over the phone to ascertain their willingness to participate and availability for the study. When data collection was conducted, only 55 of the randomly sampled graduates were reached for the interviews. This represented 8.5% of the target population. This was deemed representative enough for the assessment. The distribution of respondents by country is presented in Table 2.1

Table 2.1: Distribution of respondents by country of origin

Country	Frequency	Percent
Somali	12	21.8
Ethiopia	23	41.8
Democratic Republic of Congo	10	18.2
Kenya	9	16.4
Eritrea	1	1.8
Total	55	100.00

2.5 Data Collection

Data collection was conducted with the assistance of a well-trained team of 5 research assistants recruited in consultation with the project team. The team was trained for one day including a pre-test and feedback session. The research assistants were supported by two translators who were well versed in Oromo and Somali languages. The data collection instruments used included interview schedules, Key Informants Interviews, Case studies, Observation checklist, secondary data review forms, and institutional capacity assessment. The instruments were structured in such a way as to cover the thematic areas identified in the objectives of the assignment.

Respondents included former students, employers, community leaders, UNHCR, CDTD, and Civil Society Organisations (CSOs) that partnered with the centre and some of the Centres offering similar courses.

2.6 Data Management

Data management entailed entry, cleaning, analysis, interpretation, presentation and storage. Data obtained from the different sources yielded both qualitative and quantitative data. Quantitative data was entered into computer spread sheets in a standard format that allowed for computation of descriptive statistics such as frequencies and percentages, and inferential statistics where necessary. Qualitative data were transcribed into word processor according to the emerging themes in line with the study objectives. The qualitative data sets were then analysed using content analysis and other approaches for semi quantitative analysis of qualitative data. The results of the survey are presented in tables, pie charts, bar charts, verbatim quotations among others.

2.7 Ethical Considerations

The study observed the standardised ethical considerations for conducting scientific research. High standards of confidentiality and privacy were respected and the data collected only used to inform the stated project objectives. In addition, the consultants complied, at all times, with the client's rules and procedures related to security and relations with the media. The team respected the ethics and the deontology of evaluation practice at all times.

2.8 Fieldwork Experience

Fieldwork is considered as the fulcrum of any research project. It is the time when all the relevant information and data about the study issues are collected. During this process in this project, a number of challenges were encountered. To begin with, it was not easy to trace the former students of the centre. Some of the graduates had since left the country or relocated to other town centres or to estates far away from the location of the training centre. However, we were able to trace and sample a total of 80 former students from the pull of over 600 beneficiaries who trained between 2011 and 2012.

It is important to note that employers of refugees considered the exercise a sensitive exercise hence some were unwilling to divulge all information even after accepting to participate in the assignment. This was largely attributed to the prevailing security concerns related to terrorist activities linked to criminals posing as refugees. Consequently, some enterprises may have viewed the exercise as spy mission rather than a systematic research. Due to this challenge, it was not easy to include potential employers who had not had any interactions with CDTD. The information obtained from the employers was also restricted to those who had or were currently providing attachment to CDTD trainees or have employed a graduate of the centre.

CDTD operates with a lean staff providing essential services in key technical areas. This meant that not all the positions in a typical project were filled up. Consequently, obtaining information from the organisation records posed a challenge and took longer than expected. The information obtained required verifications with the employees to ensure that there was no misinformation and misreporting.

The study was conducted at a time when there is concerted effort both from the international quarters and the Government of Kenya to repatriate refugees from Somalia and end refugee status of refugees from some countries including Rwanda and DRC. Moreover, the government of Kenya is yet to provide legal recognition to urban refugees. The growing threats of terrorism have made the Kenya government even more reluctant to relax its otherwise tough regulations on urban refugees.

CHAPTER THREE: OUTCOMES AND MARKETABILITY OF COURSES

3.1 Introduction

This chapter presents the results and discussion of the assessment of the outcomes and marketability of the vocational training at the CDTD. The chapter also reviews the application of the various internal and external monitoring and evaluation approaches adopted and the sustainability of the entire program.

3.2 Outcome of Vocational Training Skills

One of the objectives of the assessment was to determine the outcomes of the vocational training based on the anticipated outcomes. This subsection discusses these outcomes including the number of beneficiaries in the program, extent of increased job opportunities, increased awareness on rights and obligation, improved salaries for employed graduates, proficiency in English, proficiency in Kiswahili, Proficiency in Numeracy, increased interest in personal development and computer literacy.

3.2.1 Beneficiaries of the Program

The program aimed at training 250 refugees and locals with proportion distribution of 80 percent refugees and 20 percent locals each year between 2011 and 2012. It was expected that within the period of review 2011 and 2012 a total of 500 beneficiaries would have been trained.

Distribution of Beneficiaries by Nationality and Year

Table 3.1 shows that the project surpassed its target of 250 refugees per year for 2011 and 2012. This was a critical achievement given the renewed emphasis on involvement and integration of urban refugees in livelihoods and development endeavours.

Table 3.1: Distribution of beneficiaries by nationality

	2011				2012			
Country	Female	Male	Year Total	Year Percent	Female	Male	Year Total	Year Percent
Ethiopia	53	40	93	30.10	71	81	152	44.44
Somali	77	28	105	33.98	54	24	78	22.81
Eritrea	10	7	17	5.50	3	0	3	0.88
DRC	9	5	14	4.53	9	9	18	5.26
Sudan	0	2	2	0.65	0	0	0	0.00
Rwanda	3	0	3	0.97	1	0	1	0.29
Kenya	49	26	75	24.27	62	28	90	26.32
Total	201	108	309	100.00	200	142	342	100.00

In the year 2011 a total of 309 refugees and Kenyans benefited from the program with female beneficiaries being 65 percent of the totals and Kenyans 24 percent respectively. In 2012, the number of beneficiaries increased to 342 of which 59 percent were females and 26 percent Kenyans. This shows that the program surpassed its expected number of beneficiaries and operated within the UNHCR guidelines of 75 percent refugees and 25 percent locals (Kenyans).

Distribution of Respondents by Vocational Skills Received

The results presented in Table 3.2 shows the distribution of respondents by the courses they took. The results showed that a large proportion of the graduates had pursued Homecare Management (62%) followed by Computer (51%), Literacy (47%), and Tailoring (35%). In addition, those who took Homecare Management were also taken through a number of life skill training including labour education, reproductive health and home nursing and first aid. The results showed that there are those who pursued more than one course. This was attributed to the fact that there were those who were not proficient in English, Kiswahili and Numeracy who had to go through these courses before starting training on the vocational skills. Those who had pursued Homecare Management course were also allowed to continue doing Tailoring or Computer Studies if they so wished. The multi-skilled training for refugees opened more job placement opportunities as is evidenced by the observed achievements of the project.

Table 3.2: Distribution of respondents by vocational skills received and country

Course	Somali (N=12)	Ethiopia (N=23)	DRC (N=10)	Kenya (N=9)	Eritrea (N=1)	Total
Homecare Management	5 (41.7%)	11 (47.8%)	8 (80.0%)	9 (100.0%)	1 (100.0%)	34 (61.8%)
Computer	7 (58.3%)	15 (65.2%)	4 (40.0%)	2 (22.2%)	0	28 (50.9%)
Literacy	6 (50.0%)	15 (65.2%)	4 (40.0%)	1 (11.1%)	0	26 (47.3%)
Tailoring & Dress Making	1 (8.3%)	16 (69.6%)	1 (10.0%)	1 (11.1%)	0	19 (34.5%)

Analysis of the distribution of respondents by courses they took and country revealed that inter alia a number of respondents took multiple courses from the centre. Table 3.2 shows that a large proportion (58.3%) of Somalis took computer studies followed by literacy (50.0%), Homecare Management (41.7%) and tailoring and dress making (8.3%) in that order. In contrast, the Ethiopians had a more even spread in all the courses with a large proportion (69.6%) indicating they trained in Tailoring and Dress Making followed by literacy (65.2%), Computer Studies (65.2%) and Homecare Management (47.8%) in that order. Refugees from DRC appear to have preferred Homecare Management (80.0%) followed by Computer Studies (40.0%), Literacy (40.0%) and Tailoring and Dress making in that order. It is shown that all the Kenyans who were included in the programme took Homecare Management with 22.2% opting to additionally pursue Computer Studies, 11.1% added Literacy while another 11.1% decided to pursue Tailoring and Dress Making. The only Eritrean in the sample pursued Homecare Management. The distribution of the respondents by courses and country presents a distinct preference of the courses by country of origin. The differential preference in course selection by country may be explained by the complex nature of the labour markets in the respective countries coupled with lack of knowledge on the labour market of the host country among the refugees. Evidently, it was observed for instance that all Kenyans included in the programme opted to pursue Homecare Management with seemingly more job opportunities available in the city of Nairobi.

3.2.2 Job Opportunities for Graduates

One of the project outcomes was increased job opportunities for graduates of the centre. The centre expected to achieve this by coordinating job placements for its trainees and graduates. The survey results revealed that 20 percent of the graduates got their jobs through the assistance provided by the centre. This was viewed as a significant achievement given the circumstances of the refugees and the high levels of urban unemployment in Kenya. Those who obtained jobs through the centre initiatives were mainly those who were retained in their places of attachments or later got jobs as house helps. Overall, 46 percent of those sampled indicated that they were either working or operating their own businesses. This is compared to only 38 percent who were working or had previously worked before joining the centre. This reflects a remarkable growth rate of nearly 8 percent in just two years.

It is also worth noting here that 76.4 percent of the sample affirmed that they were able to overcome the challenges they faced before they came for training within the centre. This showed that there was a significant improvement in self-confidence and self-esteem among the beneficiaries of the programme. The challenges encountered prior to the training received at CDTD included lack of wage employment, police harassment and difficulties in communication. The results in Table 3.3 show that 62.2 percent felt that their capacity to work had improved slightly or significantly upon graduating from the centre.

Table 3.3: Rating of changes in capacity to work

Rating	Frequency	Percent
Worsened	2	3.8
No Change	18	34.0
Slightly	14	26.4
Significantly	19	35.8
Total	53	100.00

Table 3.4 indicate that the most benefit attributed to the training obtained from the centre included proficiency in English followed by interest in personal development, getting a job and proficiency in Kiswahili. Other benefits such as improved awareness on rights and obligations, proficiency in numeracy, increased job opportunities and options and increased salaries were also mentioned. This indicates that the graduates were able to overcome a number of barriers to accessing meaningful job opportunities and were therefore able to enhance their livelihoods.

Analysis by country of origin showed that there were visible variations in the mentioned benefits. As is depicted all graduates of Somali decent mentioned improved salaries as the benefits accrued as compared to 11 percent from the Kenyans, 9 percent from Ethiopians and none from both DRC and Eritreans. Similar pattern was followed with regard to mentions of increased job opportunities and options with a quarter of the Somalis having experienced this as compared to 11 percent Kenyans, 4 percent Ethiopians and none of the refugees from DRC and Eritrea.

Table 3.4: Benefits accrued from the training at CDTD by country of origin

Benefit	Somali (N=12)	Ethiopia (N=23)	DRC (N=10)	Kenya (N=9)	Eritrea (N=1)	Total (N=55)
Proficiency in English	3 (25.0%)	5 (21.7%)	3 (30.0%)	0 (0.0%)	0 (0.0%)	43 (78.2%)
Interest in Personal Development	6 (50.0%)	5 (21.7%)	9 (90.0%)	4 (44.4%)	1 (100.0%)	25 (45.5%)
Get a Job	2 (16.7%)	8 (34.8%)	3 (30.0%)	4 (44.4%)	1 (100.0%)	18 (32.7%)
Proficiency in Kiswahili	2 (16.7%))	8 (34.8%)	3 (30.0%)	0 (0.0%)	0 (0.0%)	13 (23.6%))
Increased Awareness on Rights & Obligation	0 (0.0%)	1 (4.4%)	7 (70.0%)	0 (0.0%)	0 (0.0%)	9 (16.4%)
Proficiency in Numeracy	1 (8.3%)	4 (17.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (9.1%)
Increased Job Opportunity & Options	3 (25.0%)	1 (4.4%)	0 (0.0%)	1 (11.1%)	0 (0.0%)	5 (9.1%)
Improved Salary	12 (100.0%)	2 (8.7%)	0 (0.0%)	1 (11.1%)	0 (0.0%)	3 (5.5%)

Increased awareness was reported by a comparatively larger proportion (70.0%) of refugees from DRC as compared to 4 percent from Ethiopia. In contrast, none of the beneficiaries from the other countries including Kenya mentioned increased awareness on rights and obligations. The only beneficiary from Eritrea mentioned increased interest in personal development. Graduates from DRC registered one of the highest proportions (90.0%) of those who mentioned increased interest in personal development followed by Somali (50.0%), Kenya (44.4%), and Ethiopia (21.7%).

Getting a job after receiving vocational skills training was reported by the only beneficiary from Eritreans as did 44.4% of Kenyans, 34.8% of Ethiopians, 30% of Congolese, and 16.7% Somalis. There were generally low mentions in improvement in proficiency in numeracy skills with the highest proportion (17.4%) being mentioned by Ethiopians followed by Somalis while there were no mentions from the other countries.

Ethiopia had the highest proportion (34.8%) of those who mentioned increased proficiency in Kiswahili followed by Congolese (30.0%) and Somalis (16.7%). There were no mentions among Eritreans and Kenyans. Mentions of increased proficiency in English was highest among the Congolese (30.0%) followed by Somalis (25.0%) and Ethiopia (21.7%). As was the case with Kiswahili, there were no mentions of improved proficiency in English among Kenyans and Ethiopians.

The variations by country in the benefits attributable to the vocational skills training received from CDTD perhaps reflect the diversity in interest and values among the beneficiaries. This therefore means that planning for a livelihood strategy for refugees must take into considerations the country of origin.

3.2.3 Awareness on Rights and Obligations

It is a well-known fact that knowledge is power. As stated earlier, urban refugees undergo through a number of problems including harassment from authorities both local and national. Extortions and bribery in accessing essential services often define their day to day lives. The results in Figure 3.1 show that 77 percent of the sampled graduates of CDTD indicated that

they had had slight or significant change in their levels of awareness on rights and obligations. It is only 23.1 percent of the sample that indicated no change in their competencies in these areas.

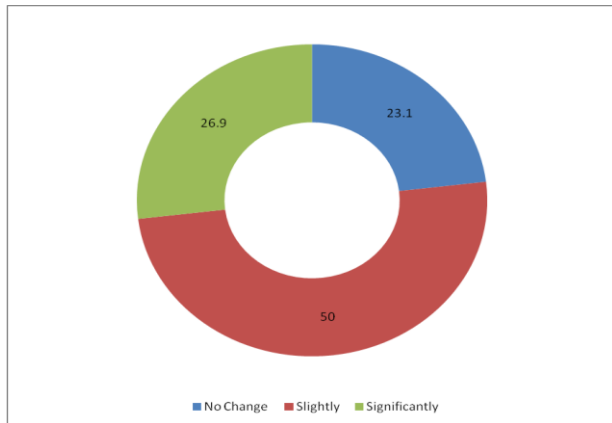


Figure 3.1: Graduates Rating of Changes Experienced

3.2.4 Improved Salaries for Employed Graduates

The project also targeted improved salaries for their employed graduates. It sought to achieve this by assisting in job placement and providing comprehensive and a more practical market driven skills.

Perceived Improvement in Salaries for Employed Graduates

Figure 3.2 show that 57 percent of those sampled believed they had slight to significant change in accessing better pay. Conversely, 38 percent did not observe any change in ability to access better pay while 6 percent felt their condition had worsened. These substantial proportions not observing change or experiencing retrogression may be as a result of the high expectations or inability to get jobs as quickly as they expected.

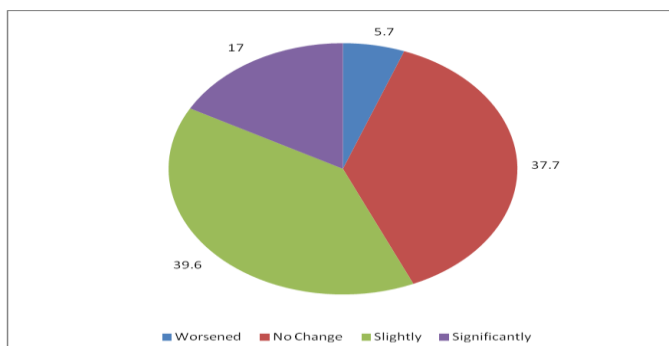


Figure 3.2: Graduates Perception on Improvement of Salaries after Training

Actual Improvement in Salaries

Table 3.5 showed that the graduates earned a mean income of KShs 2,020.83 which increased to KShs. 6,577.08 after training.

Table 3.5: Comparison of mean earnings before training and after training

Time	N	Mean	Standard Deviation
Earnings Before Training	24	2,020.83	2,328.8
Current Earnings	24	6,577.08	4,495.17

The income levels before training showed a median and mode of KShs. 3,000.00 as compared to a median of KShs. 5,500.00 and a mode of KShs 5,000.00 after the training. Before the training the graduates indicated having earned a minimum of KShs 600.00 per month and a maximum of KShs 9,000.00 per month. This changed after the training with a minimum monthly income being KShs 1,050.00 and a maximum of KShs. 20,000.00.

Comparison of the mean monthly income before training and after training showed a non-significant positive correlation ($R = 0.235$; $p = 0.270$) meaning that the current salaries were least influenced by the earnings before the training although there were some positive correlations. The results of the paired t-test ($t = -4.904$; $df = 23$; $p = 0.000$) however showed a significant difference between the mean income levels before and after training. This showed that the training obtained at the CDTD had significantly improved the earning levels of the graduates who went through the centre.

3.2.5 Proficiency in English, Kiswahili, and Numeracy

A good command of language is important in social relationships since it enhances communication. Differences in language can be very frustrating to refugees and can be a hindrance to successful integration. The evaluation considered English, Kiswahili and Numeracy which had been selected by the centre in its program.

English

The results presented in Figure 3.3 shows that 89 percent of the CDTD graduates sampled had experienced slight to significant improvement in their proficiency in English language.

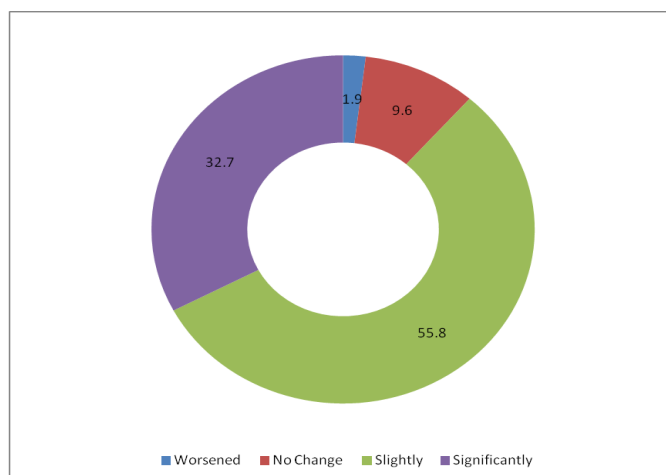


Figure 3.3: Respondents Perception of Changes in Proficiency in English

This was particularly important since most refugees from Ethiopia, Somali, DRC, Rwanda and Burundi do not traditionally speak English. Moreover, proficiency in English was critical for their participation in the Kenyan labour market since it is the official language and a medium of exchange in Nairobi's diverse populace, being the immediate consumers/clients for their newly acquired skills from CDTD.

Kiswahili

Figure 3.4 indicate that 90 percent of the sampled respondents reported having had slight to significant change with only 10 percent indicating no change. Proficiency in Kiswahili presumably enabled the graduate refugees to integrate well with their host families and the community at large, for Kiswahili is Kenya's and East African National language.

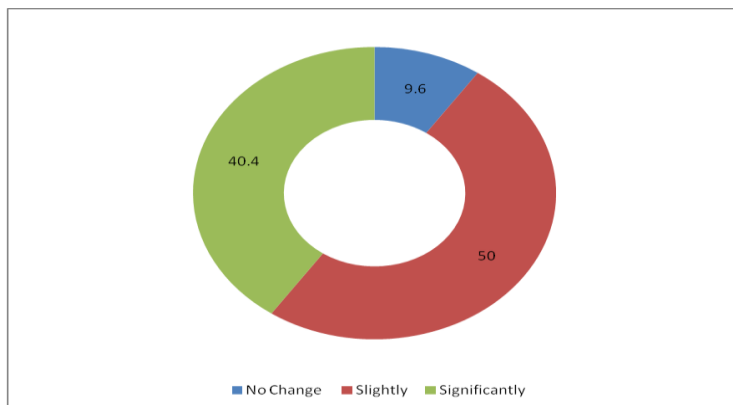


Figure 3.4 Perceived Changes in Proficiency in Kiswahili

Additionally, results on proficiency in Kiswahili were quite surprising and impressive given that majority of the refugees came from countries where Kiswahili is not widely used or not used at all by the locals. The good mastery of Kiswahili is an important tool for survival and navigating one's pathways for livelihoods in Nairobi since it is the street language and the trade language to a large extent. Moreover, a good mastery of the language also enabled the refugees to negotiate their protection and to claim their rights where necessary.

Numeracy

Proficiency in numeracy is essential in self-employment and in daily transactions. Figure 3.5 indicates that 94 percent of the sampled graduates had experienced slight to significant improvement in their numeracy skills with only 6 percent reporting no change in their proficiency in numeracy. It is clear that the training program adequately empowered the participants with numeracy skills.

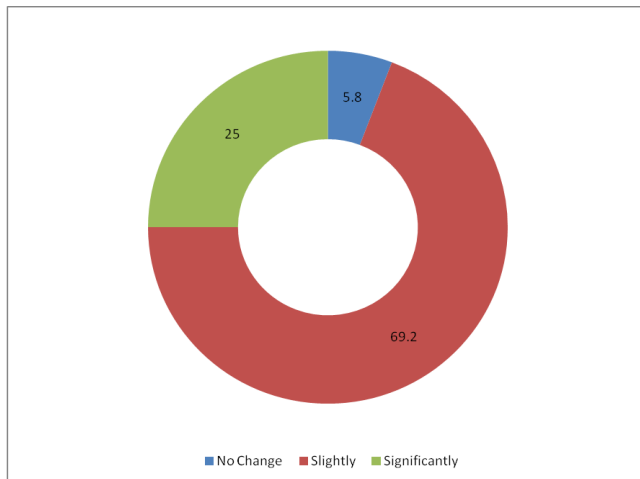


Figure 3.5: Respondents Perception of Changes in Proficiency in Numeracy Skills

3.2.6 Interest in Personal Development

Interest in personal development is a key driver to resilience in stressful conditions. The results in Figure 3.6 show that 91 percent of the sampled graduates of the centre affirmed that they had had slight to significant improvements in their interest in personal development with 9 percent showing no change.

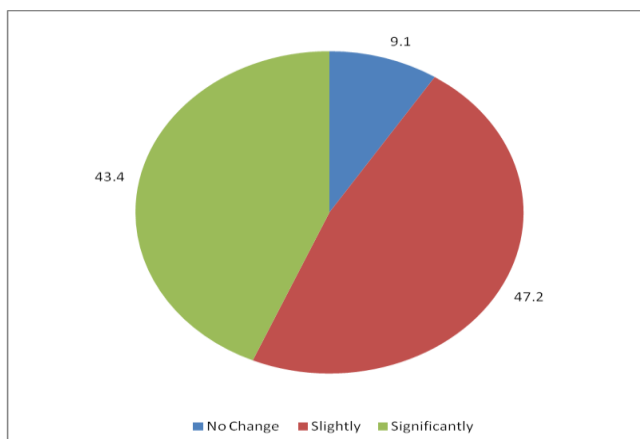


Figure 3.6: Respondents Perception of Changes in Interest in Personal Development

The large proportion of those reporting improvement in their interest in personal development shows the degree to which the program empowered the participants. The unique nature of the program probably provided an opportunity of the participants to share their experiences and thus improve on the level of their resilience through building on their social and human capital. Plate 1 shows trainees participating in a singing session during the training period.



Plate I: Trainees participating in a co-curricular activity

3.2.7 Computer Literacy

The emergence of Information Communication Technology (ICT) as a tool for individual empowerment and societal development makes computer literacy essential component in the livelihood equation. The results of the survey showed that 51 percent of those sampled had gone through the computer training. This was impressive given that computer was a later introduction in the program. It was however noted that there was a strong feeling among the graduates that a more advanced training in computers be conducted.

Table 3.6 shows the course structure for the computer studies program. The table shows that a total of 100 hours was allocated for the program in the syllabus. This was however not followed since the students had four hours every day for 15 weeks giving a total of 300 hours. This essentially meant that the students had 200 more hours than the initially planned hours. However, it was shown that this did not actually translate to the benefit of the students since the area experiences frequent power outages. As a result, it was not possible to have the course fixed within 100 hours. Consequently, the 300 hours allocation was more of a copying strategy to electric power infrastructural weaknesses. This was comparable to 210 hours allocated to the course at St. Francis Training College located in Kasarani although there was a slight difference in the computer packages offered.

Table 3.6: Course structure of computer studies

	CDT			St. Francis
Content	Theory (Hrs)	Practical (Hrs)	Total (Hrs)	TOTAL
Introduction to Computers	2	3	5	20
Computer Systems	2	5	7	-
Operating Systems	2	12	14	-
Word Processing	3	15	18	20
Spread Sheet	3	10	13	20
Database	2	13	15	40
Desktop Publishing	2	13	15	30
Internet and Email	2	6	8	20
Data Security and Controls	2	3	5	-
Power Point	-	-	-	20
Adobe Page Maker	-	-	-	40
Total	20	80	100	210

3.3 Marketability of Vocational Training Courses

The Women's Refugee Commission (2008) recommends linking of the vocational training for refugees with the market opportunities in the host country. The alignment of vocational training with market trends often helps to improve access to livelihoods by the beneficiaries. This assessment considered different components in order to establish the marketability of the courses offered at CDTD. This section reviews the graduates rating of helpfulness of the various courses they undertook, their rating of the marketability of the courses they undertook and the identification of marketable vocational skills in the labour market in general.

3.3.1 Helpfulness

Results in Figure 3.7 show the graduates rating of the extent to which the various courses undertaken at the CDTD were helpful. The results show that all the courses were positively rated as having helped slightly, moderately, highly and very highly. The most positively rated (slightly, moderately, highly and very highly) course was literacy (93%), homecare management (91%), Industrial attachment (85%), computer studies (77%) and tailoring (74%) respectively. However, the order changed when the ratings for moderately, highly and very highly were considered as the criterion for positive rating. In this arrangement, Homecare Management emerged as the most helpful (74%) followed by industrial attachment (69%), tailoring (68%), computer studies (67%), and literacy (46%) in that order. The high rating for homecare management was understandable given the various practical components included in the training.

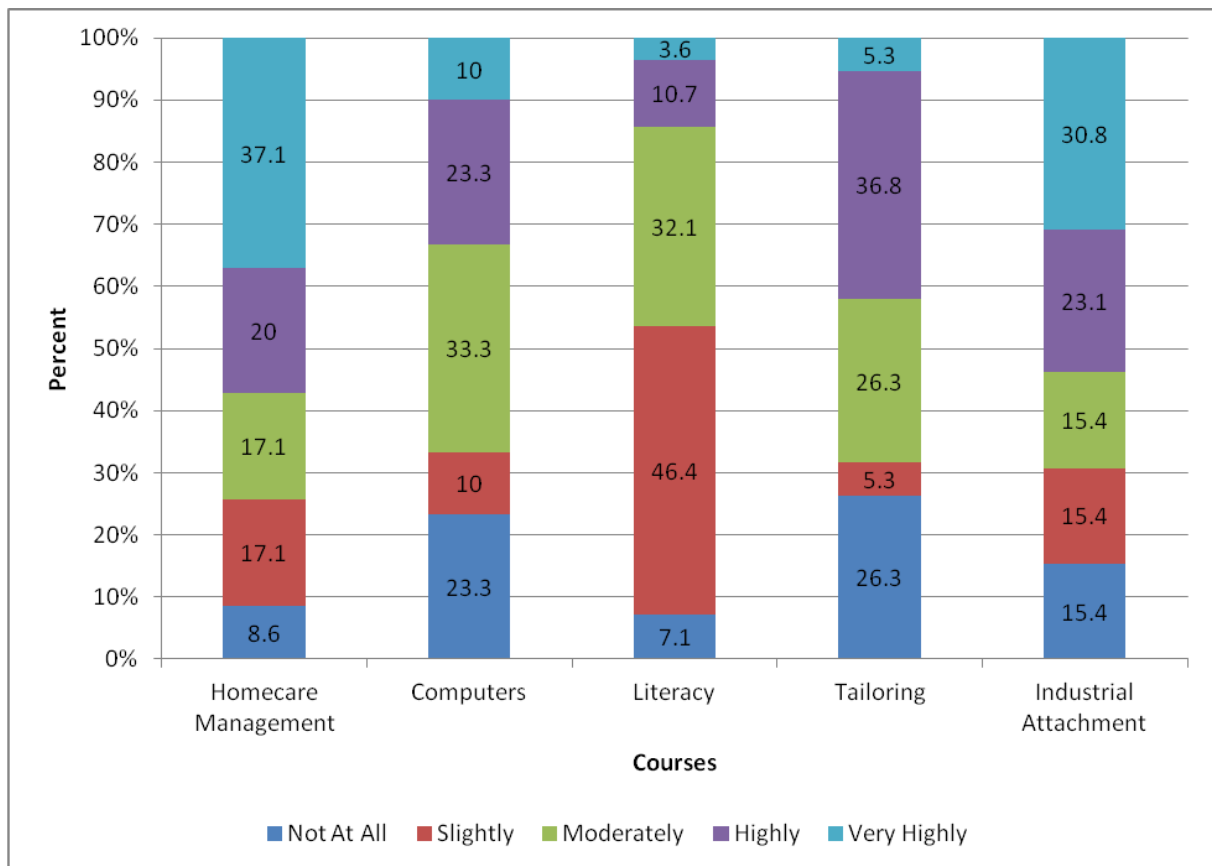


Figure 3.7: Respondents Ratings of Degree of Helpfulness of the Courses undertaken

A critical analysis of the curriculum indicates that it equips the students with a variety of skills that exposes them to various sectors in the Kenyan urban economic environment. The graduates of Homecare Management can work in the hospitality industry, offices as cleaners, homes as house helps and gardeners, or even in their own businesses as shoe shiners, outside caterers etc. Industrial attachment also provided the much needed exposure and an opportunity for the trainees to show case their ability and skills. This provided an essential link to the potential employers.

3.3.2 Rating of Marketability of Courses Taken

Respondents were also asked to rate the perceived marketability of the courses they took at CDTD. Figure 3.8 shows that all the components of the training were highly rated as being slightly, moderately, highly and very highly marketable.

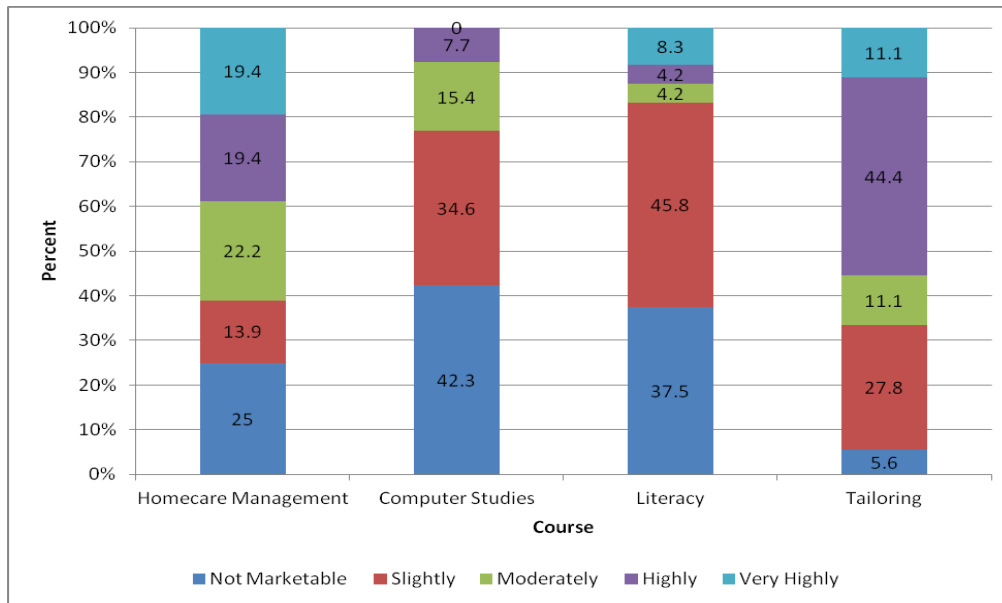


Figure 3.8: Respondents rating of Marketability of the Courses Undertaken

Results of the study show that the most highly rated course was Tailoring (94%), Homecare Management (75%), Literacy (62%) and Computer Studies (58%) in that order. However, when considerations were made to include ratings of moderately, highly and very highly marketable a slightly different pattern emerged with the most rated being tailoring (67%) followed by Homecare Management (61%), Computer Studies (23%) and Literacy (27%) respectively. It is clear that there is clear visible difference between the percentage rating for tailoring and homecare management and the rest of the courses with the two receiving approval ratings of nearly two thirds of the sample while the rest only received approval rating by about one quarter or less. It was therefore not surprising to note that tailoring and homecare management were the pillar courses of the centre.

3.3.3 Rating of marketability of Courses by Market Trends

In order to compare the marketability of the existing courses at CDTD with the alternative courses offered elsewhere or which could be included, the respondents were required to rate at least three most marketable courses with the local (Nairobi) labour market in mind. This section present findings under themes of most marketable, second most marketable and third most marketable courses.

Most Marketable Course

An open ended question required the respondents to indicate three most marketable courses in the labour market in Nairobi. Table 3.7 presents the most marketable courses. The results show that the sampled respondents indicated that the most marketable course was Tailoring (32.1%) followed by Homecare Management (17.0%), Computer Studies (15.1%) and Hairdressing (13.2%) in that order. Other courses mentioned in the first slot of marketability of the courses included literacy, accounting, Nurse Aid, Driving, Interior Design, Printing and Graphic Design, Welding and craftsmanship. It is evidenced that three of the courses offered at the centre made it to the top of the list. This is understandable because individuals who join a particular training do so out of interest and based on their aspirations and the needs of the labour market.

Table 3.7: Skills Rated as the most marketable in the Kenya labour market

Course	Frequency	Percentage
Tailoring	17	32.1
Homecare Management	9	17.0
Computer Studies	8	15.1
Hair Dressing	7	13.2
Literacy	3	5.7
Accounting	2	3.8
Business Studies	1	1.9
Nursing Aid	1	1.9
Driving	1	1.9
Interior Decoration	1	1.9
Printing and Graphic Design	1	1.9
Welding	1	1.9
Craft making	1	1.9

Second Most Marketable Course

Respondents were also required to name the second most marketable vocational skills. Results in Table 3.8 shows that Computer Studies (32.6%), Tailoring (14.2%) and Homecare Management (12.2%) were again rated top on the list. The other courses mentioned included Literacy, Hairdressing, Interior Design, Automobile Mechanics, Business Skills, Community Health, Driving, Masonry, Carpentry and accounting. Based on these results the centre can be said to be offering courses highly preferred in the job market within the neighbourhoods of the target group.

Table 3.8: Second most marketable skills in the Kenyan job market

Course	Frequency	Percentage
Computer Studies	16	32.6
Tailoring	7	14.3
Homecare Management	6	12.2
Literacy	4	8.2
Hair Dressing	4	8.2
Interior Decoration	2	4.1
Automobile Mechanics	2	4.1
Business Studies	1	2.0
Community Health	1	2.0
Driving	1	2.0
Masonry	1	2.0
Carpentry	1	2.0
Accounting	1	2.0
Plumbing	1	2.0
Craft work	1	2.0

Third Most Marketable Course

Table 3.9 presents the skills rated as third most marketable by respondents. Interestingly, Tailoring (20%), Computer Studies (14.3%), Homecare Management (17.1%) and Business Skills (11.4%) were highly ranked. Other skills mentioned under this category included Driving, Hairdressing, Literacy, Nursing Aid, Masonry, Carpentry, Plumbing, Electrical Installation, and Automobile Mechanics. Again, the vocational skills selected by the centre

were again highly ranked. This shows that the choice of the courses offered targeted areas of need in the job market.

Table 3.9: Third Most Marketable Courses

Course	Frequency	Percent
Tailoring	20	20.0
Computer Studies	5	14.3
Homecare Management	6	17.1
Business Studies	4	11.4
Driving	3	8.6
Hairdressing	3	8.6
Literacy	1	2.9
Nursing Aid	1	2.9
Masonry	1	2.9
Carpentry	1	2.9
Plumbing	1	2.9
Electrical Fittings	1	2.9
Automobile Mechanics	1	2.9

Overall Marketability Courses

In order to establish the most marketable courses the total number of mentions per course were computed and presented in Table 3.10.

Table 3.10: Rating of marketability of the courses by number of mentions

Course	Somali	Ethiopia	DRC	Kenya	Eritrea	Total
Tailoring	7	20	-	4	-	44
Computer Studies	7	13	3	6	-	29
Homecare Management	4	7	2	8	-	21
Hairdressing	1	6	6	-	1	14
Literacy	6	1	-	1	-	8
Business Studies	2	4	-	-	-	6
Driving	1	1	1	1	-	5
Accounting	1	-	2	1	1	3
Interior Decoration	-	-	2	-	1	3
Automobile Mechanics	-	3	-	-	-	3
Nursing Aid	-	2	-	-	-	2
Craft Making	-	-	1	-	-	2
Carpentry	-	1	-	1	-	2
Plumbing	-	2	-	-	-	2
Printing and Graphic Design	-	1	-	-	-	1
Welding	-	1	-	-	-	1
Community Health	-	1	-	-	-	1
Masonry	-	-	-	1	-	1
Electrical Fitting	-	1	-	-	-	1

The results show that Tailoring was the most mentioned course followed by computer studies, homecare management, hairdressing, literacy, business studies, and driving. Others which were mentioned included accounting, interior design, automobile mechanics, nursing aid, craft making, carpentry, plumbing, printing and graphic design, welding, community health, masonry and electrical fittings.

The first seven courses mentioned appear to be the most highly rated. This means that the centre can choose from these courses. Since the centre is already offering five of the seven courses mentioned, it may need to consider introducing hairdressing and driving. However, introduction of hairdressing is comparatively cheaper as compared to driving that will require heavy capital investments to purchase cars for the courses.

The results also showed that the selection of the courses by the centre was well thought out and responsive to the prevailing labour market.



Plate II: Homecare Management trainees exhibiting their products during refugees day

CHAPTER FOUR: EVALUATION OF PROJECT PERFORMANCE

4.1 Introduction

In order to provide strong recommendations from the experience of the project, it is important to assess the project against key evaluation criteria including relevance, effectiveness, efficiency, accountability, effectiveness of partnerships, equity and non-discrimination, sustainability and lessons learnt.

4.2 Relevance

It is the understanding that the project was an outcome of a participatory assessment that unearthed a number of problems faced by urban refugees. One of the most outstanding problems was lack of access to livelihoods especially among the teenage female refugees of Somali descent. This led to exploitation and abuse of these girls by their host families and or by their employers or employment agencies. Since most of the girls worked as house helps, shop attendants and support staffs in hotels relevant vocational skills training was considered as a potential solution to improving their livelihoods and also enhance the process of their social integration. The greatest challenge was that a large proportion of them did not understand English or Kiswahili which are widely used for transactions within Nairobi.

In order to address these complex mixes of barriers to adequate livelihoods and to communication, the CDTD in partnership with UNHCR initiated the Vocational skills' training that was comprehensive in nature. The training included Vocational Skills' Training (Mainly Homecare Management), Life Skills, Reproductive Health, Labour Education and Job Placement. As the program progressed, Tailoring and Computer Studies were added to the options of courses taken. However, those taking computers and Tailoring were not subjected to Life Skills, Reproductive Health, and Labour Education.

It is our view that the courses as were initially conceived were very relevant to the needs of the target group who were mainly girls in their teenage. The exclusion of some key components of the initial course for those taking Computers and Tailoring was however an undesirable omission. Life Skills training, Reproductive Health education and Labour Education are essential building blocks for resilience.

A critical analysis of the content of Homecare Management course indicate that the course was comprehensive and equipped the learners with skills that fitted a number of occupations in the informal and formal sectors. The course covered Housekeeping, Food Production, Home Nursing and First Aid, Childcare, Laundry Work and Entrepreneurship. These skills enabled a number of the graduates to obtain jobs in hotels and restaurants, offices, homesteads, and in private outside catering. Moreover, the graduates could still work competently in companies doing cleaning services, car washing, landscaping, car wash, and shoe polishing among others. This shows that the skills acquired from the centre prepared its graduates to fit in the competitive and volatile informal sector within the city of Nairobi. The multiplicity of the skills thus provided the beneficiaries with multiple tools capable of improving accessibility to some form of livelihoods.

4.3 Effectiveness

The effectiveness of every project lies in the progress it makes towards the achievements of its goals and objectives. Available documents and the results of this evaluation discussed

elsewhere show that the project has made good progress towards its goals and objectives. The project quarterly, annual, and attachment reports, results of internal course evaluation and feedback reports from graduates of the centres show positive progress towards goals and objectives. There was however no one-stop documentation of this progress. This is because the project had no comprehensive entry behaviour documentation. Accordingly, this made follow up of the success stories difficult. This was perhaps occasioned by the fact that there was no substantive officer in charge of Monitoring, Evaluation, Accountability and Learning (MEAL) both at the implementing partner level (CDTD) and the supporting partner organisation (UNHCR). This gap allowed a number of best practices and errors to go unnoticed in good time. Although there were monthly reports and meetings for feedback mechanism the technical skills required for capturing such information may have been lacking. Moreover, UNHCR does not have a MEAL strategy to engage with its partners.

The strides made towards the achievement of the core goals and objectives can be attributed to a number of factors. One of the main advantages of the program is that it was located in Eastleigh which is home to more than two thirds of registered urban refugees in Nairobi. This made it easier for the trainees to access the centre. It was however, noted that refugees from DRC, Rwanda and Sudan who generally do not live in Eastleigh complained of distance. This notwithstanding, the location was ideal given that the primary focus group were Somali teenage female refugees.

The CDTD also hired the services of two translators who served as the link between the centre and the Somali and Oromo Communities living within the neighbourhoods of the training centre. These translators were instrumental in the recruitment of the trainees to the centre. The success in meeting the target numbers can partly be attributed to the role played by these translators.

It was also noted that the goodwill and the popularity of the DRC nationals in entertainment and perhaps their competence in Kiswahili made it easier for them to get jobs in leading restaurants and hotels within the city and thus improving their salaries and incomes. Conversely, because of the growing insecurity situation especially as a result of the upsurge in terrorist attacks associated with Al-Shaabab Militia Group of Somali, there are some fears in engaging Somalis especially outside of Eastleigh. In order to avoid harassment by authorities and for fear of xenophobic attitude some trainees restricted their services to the Eastleigh Area. Notably, there has also been an influx of investors of Somali origin placing Eastleigh and some parts of the Central Business District (CBD) of Nairobi as major business hubs for Somalis. This has expanded opportunities for graduates of Somali decent.

There were noticeable progresses despite the fact that the Kenya government had issued a directive requiring all the refugees to retreat to the designated camps. However, the plea by UNHCR and some local Civil Society Organisations (CSOs) led by *Kituo Cha Sheria* have pleaded for the rights of the urban refugees basing their arguments on the African Philosophy of brotherhood. This has enabled the centre to meet its targets in terms of admissions and even being forced to conduct a morning and afternoon sessions.

Some of the graduates exhibited high entrepreneurial skills. Nonetheless, it was noted that they were unable to execute them due to lack of access to grants or loans. It was established that this was not part of the program and there were no linkages or partnerships to this end. It was noted that there was one of the graduates that had no income and by the time of the evaluation was earning Kenya Shillings 20,000 from his private business.

Inability to obtain work permits (Class M) restricted greater upward mobility and access to better livelihoods by the graduates. Most of the refugees though reported improvement in salaries still operated below the labour market rates and restricted themselves to informal sectors. Moreover, because of their refugee status they could not play prominent roles preferring to remain behind scene players.

4.4 Efficiency

The main focus in every project or program is to make the most use of the resources available. The project received a total funding of KShs. 9,287,550.00 in the year 2011 and KShs. 11,675,500.00 in 2012. In the year 2011 the program registered 309 beneficiaries and 342 beneficiaries in 2012. This translates to a unit cost per beneficiary of KShs. 30,056.80 in the year 2011 and KShs. 34,138.89 in 2012. Given the location of the centre, the heavy burden of the cost of pursuing the courses was shifted to CDTD/UNHCR. A large proportion of the trainees were from Eastleigh and its neighbourhoods, this helped to reduce commuter costs for the trainees and thus saving them the much needed cash for their livelihoods during the training. The cost of travelling within the city to and from locations of institutions offering similar vocational courses could cost between KShs 100.00 to KShs. 200.00 which translates to KShs 8,000.00 to KShs. 16,000.00 within a 16 week training period. This would add a hidden cost, with the burden shift to the refugees, to the otherwise perceived low cost.

Comparatively, the nearest colleges offering similar courses as CDTD are located elsewhere and would require transport expenditures making the overall cumulative cost per course higher than those of CDTD. Table 4.1 presents a summary of the costs for the courses.

Table 4.1: Comparative costs of similar courses in two vocational centres

	Course	St. Francis Training Centre (Kasarani) (KSh.)	Undugu Society ¹ (KSh.)
1	Hotel and Catering	58,000.00	30,000.00
2	Computer	14,500.00	30,000.00
3	Tailoring and Dress Making	45,000.00	30,000.00
4	Literacy (English) ²	12,000.00	-

The two training centres studied conduct internal examinations and evaluation of their courses just like CDTD. St. Francis indicated that they have finalised plans with Kenya National Examinations Council (KNEC) to register their trainees but are yet to sit for any such exams. Undugu Society, like CDTD, conducts internal examinations and evaluation.

The cost of undertaking the courses at Saint Francis is slightly higher than the average spent per beneficiary at CDTD. It is only in computers where the courses appear less expensive but takes relatively shorter time. Taking the courses at Undugu Society may be the most expensive since they indicated the costs exclude the trainers' fees and the cost of equipment, materials and tools (if any). Nonetheless, they provide flexible training sessions tailor made to the needs of the learners and take more or less same duration of six months as the CDTD courses.

¹ Undugu Society provided approximate rates. And the costs exclude trainer fees and cost of equipment.

² Literacy course offered only include English

Comparing the cost per beneficiary and the prevailing market rate for pursuing the courses, it can be said that the cost incurred for the VST at CDTD was within limits if not less than the ones charged at market rate by similar players. It was however noted that only one of the centres, St. Francis provide opportunities to refugees while Undugu Society has not had any refugees in their courses. Due to its location, St. Francis had fewer Somalis and more of refugees from DRC and Rwanda.

4.5 Accountability

The project had put a number of things in place to ensure that the planned activities are achieved in accordance with the plan.

4.5.1 Course Structure

The courses offered at the centre had a syllabus providing the thematic areas of study and the time frame allocated. It was noted that all the courses had allocated more time to manipulative/practical skills than was allocated to analytical theoretical work. The courses dedicated between 80 to 86 percent of the training to manipulative/practical work while the remaining time was dedicated to analytical theoretical work. This is in line with the guidelines provided by Kenya Institute of Education (KIE) (Nyerere, 2009).

Table 4.2 shows the course structure of Homecare Management and time allocation for delivery for the third session of September to December 2012. The table indicates that there was an overemphasis in some of the courses especially housekeeping. It was however explained that Laundry work was integrated with Housekeeping contrary to the initial design to teach it as a standalone course. Overall, there was less time allocated to the courses contrary to the original design. The decision to reduce the number of hours was occasioned by the fact that majority of the beneficiaries had post basic education qualifications which is equivalent to secondary education or above in the Kenyan system. The hours allocated were meant for those who had equivalent of Kenya's primary level of education. Whereas the decision sounds sensible, there was need to harmonise the course to ensure uniform delivery of courses across board and to make evaluation standardised.

Table 4.2: Analysis of Course Content Delivery by Time allocation

Course	Time in Curriculum			Time Attained				Time Loss
	Theory	Practical	Total	Weekly	Total	Intern	Grand Total	
Home Nursing and First Aid	30 (20%)	120 (80%)	150	2	32	40	72	-78
Entrepreneurship	32 (32%)	68 (68%)	100	2	32	40	72	-28
Housekeeping	40 (20%)	160 (80%)	200	16	256	40	296	+96
Food & Beverage Production, Service & Nutrition	50 (20%)	200 (80%)	250	12	192	40	232	-18
Reproductive Health, HIV/AIDS, Drugs & Substance Abuse	-	150	150	2	32	40	72	-78
Life Skills			32	2	32	40	72	+40
Labour Laws			32	2	32	40	72	+40
Child Care			32	2	32	40	72	+40
Laundry Work	75 (30%)	175 (70%)	250	0	0	0	0	250
TOTAL			1196	40	640	320	960	-236
Information Communication Technology	20 (20%)	80 (80%)	100	4	320			

4.5.2 Course Evaluation (Examination)

It was clear that there was course evaluation at different levels. There were theoretical examinations, practical assessment tests and attachment evaluations for all the courses. However, it was established that some of the examinations were complex for individuals

taking vocational training. Moreover, the structure and nature of course evaluation was missed out in the development of the syllabus. Consequently, the examinations left out the use of visual aids which could have been critical for students under such circumstances. An assessment of the examinations indicated that some course evaluation tests appeared too academic and not appropriate for resilience building. Table 4.3 provide examples of some of the questions administered to the trainees. It would have made more sense if the theoretical questions directly related to the skills the trainees needed for their immediate use. It is probable that the nature of examinations may have been a contributing factor to increased absenteeism towards the end of the course. It would be appropriate if the centre would consider more emphasis on practical skills rather than allow itself to fall pray of the academic and theoretical trap that bedevil many Technical and Vocational Skills Training institutions and centres.

Table 4.3: Sample examinations questions

ENTREPRENEURSHIP	COMPUTERS
<p>Q1. Define the following terms in relation to Entrepreneurship</p> <p>a) Rent b) Premises c) Infrastructure d) Business e) Market f) Entrepreneur skills g) Taboos h) self-employed i) Development j) Contribution (20 Marks)</p>	<p>Q5 a) What is Teleworking? (2 Marks) b) What are the advantages of Teleworking? (3 Marks)</p> <p>Q6. Explain how computers are used in the following areas of day-to-day life (9 Marks)</p> <p>a) Government b) Industry c) Education</p>

4.5.3 Attachment and Employer Evaluation

In order to improve the extent of job placement the program dedicated two months in the training period for attachment or internship. Attachment also grants the trainees an opportunity to sharpen their skills in the respective areas of training and to help the centre obtain feedback on the quality of their training. In order to enhance feedback mechanism a standard form to be filled by the immediate supervisors of the attachés was developed. The attachment evaluation forms were designed to help follow the performance of the trainees at the various business premises. The forms identified 10 key areas of evaluation. These included self-presentation and grooming, punctuality, initiative/interest and effort, willingness to work, adherence to regulations and reliability, cooperation and team spirit, self-discipline, application of professional knowledge and skills, sense of responsibility and mastery of skills.

A look at one of the industrial in-training evaluation forms from Mocca Lounge and Bistro which is one of the leading restaurants in Nairobi's CBD showed that one of the trainees was rated as very good in 8 of the 10 selected areas of assessment and good in two of the ten. A look at another for from Grand Royal Hotel showed a rating of very good in five of ten indicators and a rating of good in the remaining five of ten. However these forms remain in their raw status and have not been put in a ready to use format.

Table 4.4 shows the selected places where the trainees have been for their industrial attachments. As is shown, those taking Homecare Management have been to leading hotels and restaurants including classified hotels. The acceptance of attachés at Holiday Inn, Nomad Hotel, Paris Hotel and Blue Post Hotels perhaps shows confidence in the quality of training provided by the centre.

Table 4.4: Selected places for attachment

<i>Homecare Management</i>	<i>Tailoring</i>
Paris Hotel	Heran
Bin Ali Hotel	MBC
Mocca Lounge and Bistro	Urgi Fashion
Kenya School of Monetary Studies (KSMS)	
Gulf Hotel	<i>Computers</i>
City View Bar and Restaurant	Islaaw Travel Agencies
Tawakaal Hotel	Trojan Cyber Cafe
New Milano Cafe and Restaurant	Mama Fatuma
Jeevanjee Fast food	Kisima Medical Centre
Sunset Grill	Kalsam Cyber Cafe
Holiday Inn	Horset Cyber Cafe
Joy Nursing	Royal Cyber Cafe
Blue Post Hotel	
Nomad Hotel	

3.5.4 Monitoring and Evaluation

Monitoring and evaluation is an important component of a project life cycle. In this project a number of approaches were identified for both internal and external evaluation. The findings are discussed next.

Internal Evaluation

Internal evaluation was assessed based on the presence of the identified instruments for monitoring and evaluation, analysis of attendance and absenteeism and course evaluation.

a. Instruments for Monitoring and Evaluation

The results presented in Table 4.5 shows that all the instruments for monitoring and evaluation identified during project inception have been applied. There were comparatively low mentions for certificate and waiting list. The low percentages can be explained by the fact that the centre had put strict regulations with regard to issuance of certificates. Certificates were only issued to trainees who have completed the courses and completed their attachments. The results in the table show that 70.9 percent of the respondents received certificates. The low percentage for waiting list is also understandable since not all the trainees selected to join the course were recruited long before the opening of the sessions but just several weeks prior to the initial classes of the sessions. The presence of the waiting list showed that the recruitment was being done on a continuous basis.

Table 4.5: Application of a number of tools for internal evaluation

Action	Frequency	Percent
Register	54	98.2
Time Table	53	98.1
Certificate	39	70.9
Waiting List	27	50.0



Plate III: Graduates pose for a picture with their tutors shortly after receiving their certificates

b. Attendance and Absenteeism

Figure 3.9 indicates that attendance of the selected courses registered a peak and trough pattern from week one to week 15. As it is shown the highest attendance for the courses are normally registered at the start of the course ranging between 70 to 93 percent. It is only computer (March-June 2013) that did not have attendance below 50 percent with the other selected courses recording attendances below 50 percent especially from week nine to the last week.

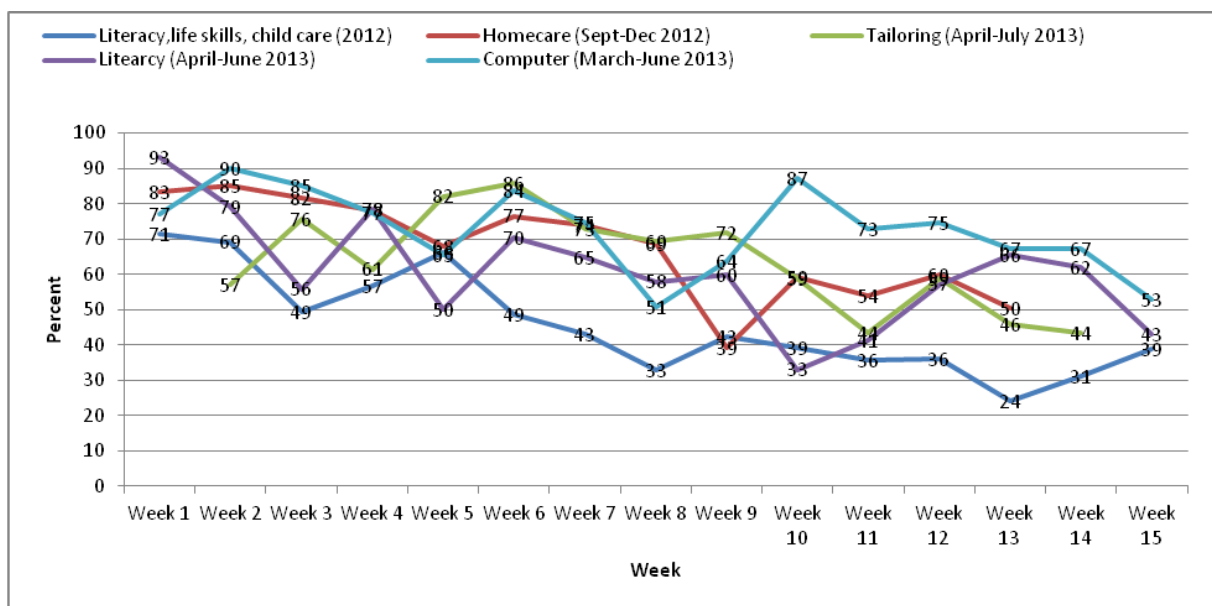


Figure 4.1: Analysis of Attendance for selected courses

Interviews with the management of St. Francis Training Centre revealed that the problem of absenteeism was not unique to CDTD refugee trainees centre alone. The centre manager at St. Francis lamented that many of the refugees would miss sessions even for four weeks. The main reason given for the widespread truancy was lack of livelihoods during the training period. This was mentioned both at St. Francis and CDTD. In addition, there were some who reported that they were denied permission to attend training by their respective host families. It therefore appears that addressing issues of access to livelihoods and shelter during the period of training could in part reduce the level of absenteeism.

External Evaluation

External evaluation of the project was done mainly by UNHCR which was also the main donor. External evaluation was conducted through field visits, monthly reporting, quarterly reporting and annual reporting. These reports were structured to capture both narrative and financial reports. However, there were no records to show the nature and patterns of visits. There was need for more documentation of external evaluation including third party, independent evaluations. There was no baseline report, mid-term report and a market survey report for the vocational training offered at the centre.

There were reports of evaluation of potential employers where the trainees did their internships. These reports however remained in raw form and not in ready to use format. This feedback could be useful in strengthening the quality of the courses provided.

4.6 Partnership

Partnerships are vital in success of projects and particularly in enhancing sustainability. The program identified a number of partners who were to play different roles in the life cycle of the project. The partners were to help in awareness creation, provision of specialised services including legal aid and healthcare. UNHCR was the main partner providing both financial and technical support. The partners in the project are listed in Table 4.6.

Table 4.6: Identified partners in the project

- | |
|--|
| <ul style="list-style-type: none"> - Urban Refugees Protection Network - Girl Child Network - National Council of Children Services - Kituo Cha Sheria (legal services) - Windle Trust Kenya (Legal and Health Services) - Mama Fatuma, - Heshima - Mathare Youth and Sports Association (MYSA) - Local Business Community (Attachments) - Local Government (Security) - Community Structure (Women Groups, Youth Groups, FBOs, and Past Beneficiaries) - Medicines Sans Frontiers (MFS) |
|--|

The assessment results showed that the relationship with the partners was largely need based and there were some partners who were not contacted. When asked to identify the partners who supported during their training nearly all the respondents could only mention UNHCR and the places where they did their attachments. This shows that the level of referrals to these

organisations were very low. Even in recruitment there were only a small proportion that identified FBOs as the source of their information with a large proportion mentioning they got the information from former students and the centres advertisements.

4.7 Equity, Inclusion and Non-discrimination

Equity, inclusion and non-discrimination are important ingredients in resilience building and subsequent integration of refugees. According to Guidelines on Livelihoods any program aimed at building resilience must take into consideration change in gender roles and socioeconomic status that often occurs during displacement. The project identified this and while it aimed at young women, it also gave provisions for men. As discussed earlier, in 2011 there were 65 percent female beneficiaries while 35 percent were males. In 2012 there were 59 percent female and 41 percent males. Moreover, 24 percent of the beneficiaries in 2011 were Kenyans while in 2012 the Kenyan beneficiaries were 26 percent. In general, the project adhered to the basic principles of equity, inclusion and non-discrimination.

4.8 Sustainability

Sustainability is a critical component of the project cycle. The project had anticipated to use the former students as a means of reaching out to other students. This component was a success with 85.5 percent of the respondents indicating that they had referred students to the centre. When asked to indicate how they themselves received information about the centre, the results in Table 4.7 provide the pattern. As indicated in Table 4.7, a large proportion (54.5%) of the respondents indicated they obtained information through their friends followed by former student (23.6%), religious leader (7.3%), Advertisement by the centre (7.3%), local administration (5.5%) and community leaders (1.8%) in that order. From the results, it can be said that the forces of refugee social network was a stronger tool of communication. The much anticipated support from the other CSOs/NGO did not appear to have had an impact in adding recruitment of new trainees.

Table 4.7: Sources of Information about the Vocational training

Source of Information	Frequency	Percent
Through a friend	30	54.5
Former student	13	23.6
Religious Leader	4	7.3
Centre Advertisements	4	7.3
Local Administration	3	5.5
Community Leader	1	1.8

Payback program was proposed as one of the ways of enhancing sustainability of the project. The results show that 40 percent of the respondents indicated they were willing to participate in the proposed payback program, however, others indicated that they cannot participate since they are still not employed. The centre however, found it hard to implement this proposal given that its job placement program was not very strong.

4.9 Lessons Learnt

The Project presents a number of lessons for future consideration in project planning and implementation. These include cases of best practices that are worth emulating and other bad practices that can be avoided.

4.9.1 Key Lessons Learnt

The lessons learnt in the project are numerous and include the following.

1. There is need to review the courses in order to tailor make them for the target population. The initial time allocation appear stretched and need rethinking since many of the beneficiaries have secondary level equivalent qualifications or higher.
2. Staff members were drawn from a pool of skilled Kenyans with expertise in respective technical areas and teaching training preferably from technical training colleges. Since there is only one such training college in Kenya, the demand for such cadre of staff is high and this led to high staff turnover. Considerations for better terms and longer contract duration may be appropriate.
3. Job placement remains a major challenge for the centre. Vocational training should include a strong component of job placement especially in a country with high levels of unemployment such as Kenya.
4. There is need to have avenues for sharing of lessons for institutions dealing with refugees so as to synergise and strengthen each other.
5. There was lack of a Monitoring and Evaluation System for both the centre and the funding agency UNHCR. This made it very difficult to track the changes as they occurred.
6. Homecare Management provides an array of skills that are readily required in the informal job market. Most people working in the key areas of training normally learn on the job and the acquisition of the skills provided the graduates with an upper hand in obtaining the required jobs.
7. Taking training closer to the target population is key to improving access to the course. However, following attachment was a challenge to many refugees since some of the potential employers were out of the Eastleigh area.
8. The course evaluation or examinations was found to be academic to some degree and did not primarily focus on usable skills in some examinations questions. This probably contributed to reduced attendance towards the end of the course. The test should be simplified and made more of as an aptitude test or objective questions with increased use of visual illustrations where possible.
9. Homecare Management attachés were concentrated more to the hotels and restaurants yet the skills apply to a number of areas including laundry, shoe shinning, car wash, general cleaning etc. Broadening organisations and options for attachments can help increase job placement options.
10. There was no regular market survey to establish the employer needs and the job placement options available for the graduates.
11. There was no standard form for recording details of entry behaviour of the trainees. Such records would make it easy to follow up the impact of the training in post training period. Details such as where the trainees stay, where they work, how much they have been earning etc would be essential baseline data that could help in tracking the changes.
12. Refugees' networks were a stronger linkage between the centre and potential beneficiaries. Most of the students indicated they got to know about the courses through friends or former students.

13. A number of beneficiaries pursued as many as three courses (Literacy included). This was not a prudent use of resources given that there is a pool of potential beneficiaries. The courses need to be structured and regulations put to guide circumstances under which a trainee may take more than one courses.

4.9.2 Best Practices

The project registered a number of success stories that are worth presenting. This will help to show how the graduates benefited from the initiative.

Case 1:

Mwangi (Not his real Name) A Kenyan who joined the program through the initiative of the centre manager. Mwangi had been living with an over-age woman (a sugar mummy) in the neighbouring community. Mwangi had obtained a mean grade of C in his KCSE examinations. He took a course in Homecare Management and got attached at Nomad Hotel-which is one of the best hotels in Eastleigh neighbourhood. Because of his good work, he was retained by the hotel as a cook at a beginning salary of KShs. 12,000 per month. Subsequently, Mwangi was able to disengage from the sugar mummy and begin to rebuild his life. Today, Mwangi is self-reliant and living a free life away from the confines and shame of a sugar mummy.

Case 2:

Samuel {Not his real Name} a refugee from DRC pursued Homecare Management course at the centre. He did his attachment in one of the busy restaurants within Nairobi's CBD. After the attachment he searched for a job but could not get a well-paying job. Together with some Kenyan friends, they started outside catering services. They have been preparing food for individuals in their homes and even for companies in their offices. Due to their good work, they have landed a two year contract with a leading multinational company dealing with petroleum products to supply lunch for their 106 employees. He is the pillar of this initiative since the other partners have no skills but only provide the shield and the cooking space in their living yard.

Case 3:

Asha (Not her real name) lived with an abusive host for a long time. She enrolled at the centre and was able to learn more about her rights and obligations. She was able to get new host through the assistance of the centre and reported the case to the police. Today, Asha works as a house help and earns some money for upkeep essential needs.

Case 4:

Koffi (Not his real name) a refugee from DRC enrolled for Homecare Management at the centre and completed. He was employed at a busy bar and restaurant located along the Thika Super Highway. Koffi has been described as a dedicated and skilled worker by his supervisor.

Case 5:

Khalif (Not his real name) pursued literacy and Homecare Management courses at the centre. Upon graduation he decided to get into shoe selling business. With the assistance of an organisation providing grants to refugee community, he managed to get a start-up capital of KShs 20,000 and secured a stall at the popular Gikomba Market in the neighbourhood of Eastleigh estate. Today, he is making about KShs 20,000.00 per month from the business.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations of the assessment. These are based on the study findings and the realities and circumstances of the project.

5.2 Summary

The project was a response to the findings of a participatory needs assessment that established that young female refugees of the Somali descent were being exploited by rogue employers and subjected to all forms of Gender Based Violence (GBV). This needed immediate and urgent remedy. After wide consultations the programs offered by the CDTD were considered ideal under the prevailing circumstances.

In the year 2011 and 2012 the program had a total of 650 beneficiaries consisting of 75 percent refugees and 25 percent Kenyans as is recommended by the UNHCR programming policy. This contributed significantly in integrating the refugees to the locals and dispelling the hidden xenophobic feelings among the local communities.

The results showed that a large proportion of the graduates felt that there were significant positive changes in their ability to get jobs, levels of awareness on their rights and obligation as employees. There was also a significant improvement in the average salaries earned by the graduates of the vocational training. On average the mean monthly earnings tripled compared to the period prior to the training. The graduates also reported significant improvement in their proficiency in English and Kiswahili languages. Similar improvements were also reported for numeracy skills.

On the whole, there was a general improvement in the desire for personal development as was reflected by an increase in the proportion of those who secured jobs after training. This also indicted that the courses undertaken were marketable and relevant in both the formal and the informal labour markets. There was a strong feeling among a good proportion of graduates that the centre needs to add hair dressing since it was also considered as a marketable course.

5.3 Conclusion

The results of the assessment show that the initiative was not only creative in its conception and implementation but also relevant to the labour market needs and the career aspirations of the target population. The assessment also showed areas of strengths and weaknesses that may need attention is the cumulative benefits of the program were to be improved further. This will require the participation and involvement of all stakeholders including UNHCR, CDTD and the trainees.

5.4 Recommendations

The study recommendations are organised into three major sub-sections. The recommendations are made for CDTD, UNHCR and the beneficiaries as follows.

5.4.1 Recommendations for CDTD

The following recommendations will help the centre to improve on the delivery of its services to the target population.

1. There is need to improve on the management and keeping of the records including registers, admission books and course materials. This should be the responsibility of the centre manager and the staff.
2. There is need to contain high staff turnover so as to enhance continuity in the course delivery. This can be done by securing long term partnerships with UNHCR. The contracts should be for at least three years with good benefits given that individuals with skills in teaching technical courses are few. The director and the management board should pursue this line and find out what are the best terms and conditions of work that can ensure stability in staff retention.
3. There is need to strengthen Monitoring and Evaluation and general supervision of the centre activities. This should be done by the Centre director in collaboration with the centre manager.
4. There is need to include hairdressing as part of the courses in the centre given that there is a strong belief among the graduates that this is also a marketable course.
5. There is need to include Life Skills training, Reproductive Health, Labour Laws, and Entrepreneurship to those pursuing Tailoring and Computer Studies.
6. There is need to rename Entrepreneurship as “Business Skills” since the former raises expectations and leads to teaching of more abstract concepts and principles that the learners may not need for their immediate use.
7. The use of the term Computer Studies should also be replaced with a title that indicates basic skills such as “Information, Communication Technology Skills”.
8. There is need to think beyond the current areas for attachment to include more players. Considerations should be made to the expanding industries of Cleaning services, moving services, car wash, shoe shining, laundry etc. This will help broaden the options for job placements.

5.4.2 Recommendations for UNHCR

The following recommendations may be helpful to UNHCR in strengthening its working relationships with partners to strengthen the plight of refugees especially in urban areas.

1. There is need to target long-term partnerships with potential partners. This can be staggered with a one to two year pilot and a subsequent three to five year engagement. This will enable the partners to put necessary structures and personnel in place and improve the capture of lessons as they occur.
2. UNHCR needs to develop a Monitoring, Evaluation, Accountability and Learning System to be used in engagement with all its partners. This will help improve the monitoring and evaluation work beyond field visits and narrative and financial

reporting to include comprehensive data capture, synthesis and analysis to help document progress as they unfold.

3. There is need for strong feedback mechanism that allows all its partners to especially doing similar or related activities to share their challenges, best practices and lesson learnt. This can be done by having annual regular meetings.
4. There is need for UNHCR to strengthen the extent of external evaluation to its engagements with partners. Regular evaluations at intervals of 3 or so years may be of much help to help document success and identify weaknesses and opportunities in its activities.
5. There is need for UNHCR to strengthen referral system between its partners to enable the beneficiaries of its programs to have continuity. For instance, graduates of CDTD who wished to pursue own business should have been linked with their partners providing grants and loans for those wishing to start small-scale businesses.
6. UNHCR and other stakeholders may need to continue engaging the governments on the reality and benefits of urban refugees. This will help resolve the pending unclear legal status of urban refugees.
7. There is also need for UNHCR to have baseline surveys during inception of its projects, mid-term and market surveys to monitor progress, reengineer and refocus the projects towards set goals and targets.

5.4.3 Recommendations for Graduates and Trainees

The following recommendations have been made to the graduates of the centre.

1. The graduates of the centre need to continue being good ambassadors of the CDTD in order to help market their courses.
2. The trainees need to be committed in their courses in order to help reduce the high levels of absenteeism in the programme.
3. The refugees should consider forming partnerships with Kenyans especially those who would wish to start businesses. This will help them overcome the structural barriers to doing business in Kenya as refugees.
4. There is need for most the graduates to be proactive in their job search since the centre may not help all the beneficiaries. They should take advantage of the uniqueness of their training to secure opportunities in places that require their skills.
5. The graduates should explore forming their alumni network for purposes of improving collaborations in setting up businesses and as a framework for sharing their experiences as they engage in various livelihood strategies after the training.

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Appendix I: List of Sampled CSOs and Employers

1. Undugu Society
2. St Francis Training Centre
3. Kilimanjaro Food Court
4. Diamond Palace
5. Beverly Hills Restaurant
6. Somasat
7. Afwan Hospital
8. Bin Ali Hotel
9. Mama Fatuma Children's Home
10. Presbyterian Church of East Africa (PCEA) Eastleigh Community Centre
11. Joy Nursing Home
12. MBC Plaza
13. Prestage
14. Grand Royal Hotel
15. Choma Inn and Restaurant
16. Nomad Hotel
17. District Adult Education Office
18. Manderla Shopping
19. Trojan Cyber Café
20. Kalsan Cyber Café
21. Royal Cyber Café
22. Kenya School of Monetary Studies
23. Fahan Bakery



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