



Upskilling Youth

Final Report

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Executive Summary

This report provides an analysis and evaluation of the current employment situation in the Mara and how youth can upskill to be able to find more gainful employment. Emphasis has been put on the hindrances they face while trying to find gainful employment and how these can be handled effectively to their benefit and that of the community in the Mara. Gender issues in employment, education of the youth as well as skill levels of various job seekers have also been assessed in this report. The main facets explored in this report include the existing skill levels of unemployed individuals, barriers to youth employment and ideas on how these can be overcome, the skills which are in demand in the area as well as how existing water projects can be used to create sustainable businesses for youth.

Water projects represent crucial potential sources of local economic growth in the Mara. Literature on water projects provided interesting insights into the keys to successful and sustainable water projects. Tree seedlings and kitchen gardens are ideas that youth in the area would like to explore, however, these must be undertaken in a way that is conscious of wildlife and the surrounding ecosystem.

There is a skewed gender ratio in school enrolment in the Mara. Participants in the study admitted to the fact that more women are unemployed because they receive less education and they have many domestic responsibilities that prevent them from looking for work away from the home. Action should be taken to even the platform from which girls can enter the job-market.

Three main factors preventing Maasai youth from being employed were found:

1. Illiterate young people have very few employment options. In order to address this, illiterate youth have appealed for the opportunity of adult literacy classes that could be held in evenings and weekends.
2. Another main challenge is that many youth are not trained in specific job-skills. While many youth do not aspire to do casual manual labour, there is an appeal in training for higher-paid skilled manual jobs. Career guidance is urgently needed in schools so that youth are made more aware of potential career options, and how to upskill so as to secure these jobs. Such training can be delivered through a combination of a Mara training college and linking young people with existing courses.
3. Young people who seek employment face challenges brought by nepotism and favouritism. An employment database for the Mara, run initially from

the Mara Discovery Centre, could directly link potential employees and employers.

The main desire from youth emanating from this research is a desire for a capacity building tertiary institution within the Mara. This could be through the diversification of Koiyaki Guiding School, or the development of a new institution.

Such a centre could:

- Undertake intensive year long courses in various skills including carpentry, masonry, electrical wiring, plumbing, and tailoring which are endorsed by a reputable institution.
- Undertake short (one week to one month) courses on housekeeping and food and beverage skills, cleaning and hygiene requirements as well as business skills.
- Link young people with relevant external courses.
- Undertake adult literacy education.
- Hold workshops on rangeland management.
- Provide career guidance and counseling.

Introduction

The following research was undertaken by The Maa Trust (TMT) at the request of Maasai Mara Wildlife Conservancies Association (MMWCA) and funded by Basecamp Foundation Kenya (BCFK). The primary goal of this research was to gather information on youth unemployment, specifically:

- **Existing skill levels of unemployed individuals**
- **Factors acting as barriers to their employment**
- **Ideas on how these can be overcome**
- **Which skills are in demand in the area**
- **how existing water projects can be used to create sustainable businesses for youth.**

The results from this empirical data will then be used as the basis for **designing and implementing programmes aimed at increasing the skill levels and employment rate amongst Maasai youth in the Mara.**

Research Motivation

Currently, there are many young people in the Mara who desire paid employment, but are unable to attain it for various reasons. While many employers wish to hire local Maasai employees, they find that the youth often lack the required skills and training needed for available jobs. Paid employment is not only a new economic opportunity for many Maasai youth, but also provides a means for a more secure livelihood, making it a desirable endeavour.

The motivation for this research stems partly from land issues. Young people who were under 18 when land was subdivided were too young to qualify for land. Now, **the only way that these young adults can acquire land is through inheriting a portion from his father or by purchasing land.** Without employment, the latter option is not possible for the majority of youth, leaving them without a secure home to start families or land for pastoralism, which is the traditional mainstream livelihood in the area. **This process leaves youth in a cycle of dispossession.** Their frustration sometimes results in alcoholism, thievery and (non-retaliatory) attacks on wildlife.

As the local population grows, the number of people seeking jobs will increase and this problem will worsen unless action is taken. Additionally, more young women are completing primary and secondary school and wish to contribute toward family finances. In order to design a programme that effectively up-skills the youth, TMT has undertaken the following research.

Research Questions

1. What proportion of young people are currently employed? Does this vary across space or between genders, and why?
2. What are the current skill levels of unemployed individuals? What barriers do they encounter in trying to attain employment? How can these be overcome?
3. What skills are in demand by employers? What positions do employers find difficult to fill? Which jobs within the tourism industry are not filled by local employees, and why? What jobs within local centres are not undertaken by Maasai employees, and why?
4. Which of these in-demand positions and others do local youth desire and on what scale? Whom specifically? What skills are necessary for these positions but lacking? How can these be provided?
5. What issues have existing capacity building programmes in the area faced? How can these problems be avoided?
6. How can water projects become self-sustainable businesses? What businesses could be combined with water projects? Which strata of the demographic would like to undertake these businesses? What infrastructure, equipment, facilities and skills are currently limiting the viability of these businesses?

Funding

The funding for this research was generously provided by MMWCA and BCFK. By funding this research, these organisations have ensured a lasting partnership between collaborators and a commitment toward increasing the skill levels and employment rate amongst youth.

Study Site

This study was conducted across the former Koiyaki Group Ranch – TMT's operating area. Research was clustered around the local town centres – Aitong to the North, Talek to the South, and Nkoilale to the East – with rural villages visited for comparative purposes, including Mbitin, Olkoroto, and Olesere.

Data collected and compiled by Maa Trust in collaboration with MMWCA
2015-2016

Mara Conservancies and 2015/16 Study Area

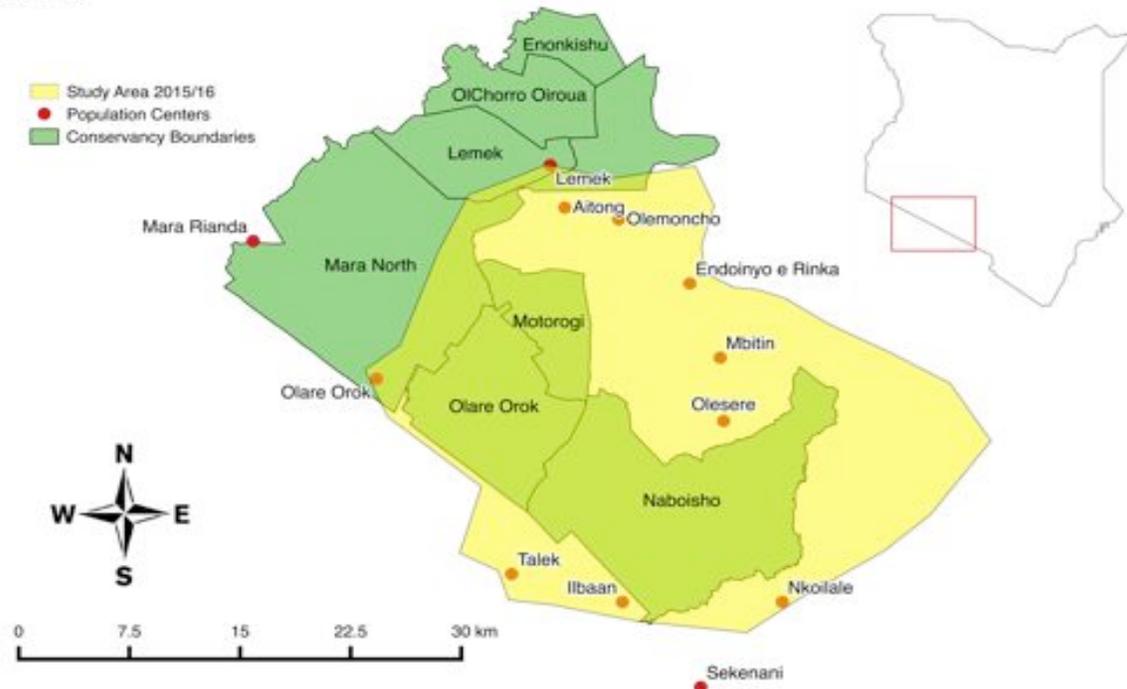


Figure 1. The Study Site

The remainder of this report consists of a review of literature, an analysis of the data gathered, and concluding remarks on how the expected outcomes of this project can be met.

Background/Literature Review

This section contains a review of literature and relevant information on the research problems. The section is divided into three main themes – technical and vocational education training (TVET), formal education, and wildlife tourism.

Technical & Vocational Education Training

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Technical & Vocational Education Training

Youth unemployment is one of the greatest challenges facing less developed countries today, particularly in sub-Saharan Africa where **low education levels and poor access to healthcare have negative implications for**

securing paid employment (World Bank 2007). In Kenya, youth ages 15-34 represent nearly two-thirds of the total working-age population (UNDP 2013). Although they make up the majority of the potential work force, they face numerous challenges to secure jobs. National unemployment rate is about 10 percent overall, but it is 25-35 percent for youth ages 18 to 25 (ibid).¹

Due partly to the World Bank's heavy promotion of 'second chances' through post-primary education, technical and vocational educational training (TVET), programmes have proliferated across the developing world (World Bank 2007). The 2007 World Development Report stressed that TVET institutions are crucial for countries such as Kenya, given the high drop-out rates from primary school and the limited primary-to-secondary transition rates (ibid). Kenya has made TVET part of the medium-term focus of their Vision 2030 plan, expanding the number of training institutions and streamlining the accreditation system through the 2012 TVET bill (UNESCO-UNEVOC 2013).

Since 1950, Kenya has tried 17 different policies to reduce unemployment (UNDP 2013). Despite these numerous policies, a growing population and shifting global economies are among the many external factors that have kept this goal out of reach. One domestic attempt to resolve the issue was to implement a village youth polytechnic programme. In 1966, the system was established as a result of the Kericho Conference on *Education, Employment and Rural Development* and after an influential pamphlet entitled, 'After School What?' was published by Christian youth and educational groups (Wanjala 1973). The contention of these groups was that few primary school leavers continued onto secondary school or found paid employment and so the educational system needed to be changed.

The movement was partly influenced by Jomo Kenyatta's promotion of harambee, or 'self-help' and thus focused on providing specialised trainings in rural areas at a low cost (Court 1973; Wangala 1973). Although the National Christian Council of Kenya and the Kenyan Government advised and partly subsidized the polytechnics, the emphasis was on locally-driven community development (Wanjala 1973).

Over the last five decades, the success of this model has been highly uneven and thus heavily criticised (Dey 1990). A 2003 paper indicated there was little progress on unemployment since the model's inception – the main culprits

¹ These percentages represent only formal employment, excluding the traditional and non-economic activities that are common in rural areas.

being low provision of public funds, poor quality instructors, inappropriateness of training to skills in demand, and a declining enrolment due to lack of interest (Ngome 2003).

The 8-4-4 schooling system was introduced in 1984 to diversify curriculum into vocational subjects, but several studies argue that it has failed largely because of the formalisation of the system and the stress on preparing students for national examinations (Dey 1990; Ngome 2003). Students performed poorly on vocational subject exams because of lack of practical experience and a bias against these subjects from the perception that they lead to lower-paying work (Ngome 2003). One result of this has been the proliferation of private TVET schools. According to Ministry of Education data, private institutions offering technical skills courses grew by 16 percent from 2004 to 2007.

Despite its crucial importance, there are few empirical studies on the effectiveness of vocational education programmes in Africa. In a case study on cash transfers in Uganda, Blattman et al (2012) found that youth are likely to use the money to invest in vocational training, which lead to higher levels of employment and earnings. However, the authors admit that it is difficult to attribute higher earnings to one variable, such as a more highly skilled worker (Blattman et al 2012). Cho et alís (2013) Malawi study on gender differences from the effects of TVET suggests that the use of a master apprentice to teach specialised courses had better results than the use of nationally prescribed teachers and curricula. The authors argue students are more successful when their teacher had local connections to other employers and could use these networks to find work.

In the TVET literature, one challenge commonly observed in both developing and developed countries is a high drop-out rate (Cho et al 2013). A 1973 survey showed that the drop-out rate for village polytechnics was relatively high at 44 percent ñ 66 percent of whom cited fees as the reason for their departure (Court 1973). Cho et al (2013) also found that the proximity of the institution to the studentsí homes and families was significant in their success. They also describe the gender differences between drop-outs, stating that women are more likely to cite external factors, such as severe illness, and that women are more constrained by financial matters, as they often have to dip into personal savings.

Formal Education

In the last 30 years, the average age of leaving school has risen in every

region in the world except Africa (UNDP 2013). The data gathered for this study was collected across the former Koiyaki Group Ranch area, located within Narok County and adjacent to the Maasai Mara National Reserve. **Despite the potential for wealth from wildlife tourism plus livestock, the poverty rate in Narok County remains high at 53.7 percent, compared to the national average of 45.9 percent (Ole Sapit 2007).**

Due to this high level of poverty, poor infrastructure and other constraints, Maasai in the Mara lack access to high quality education. According to the 2009 National Population Census, the **adult literacy rate for Narok County was 56.3 percent** (Ole Sapit 2007). Although the Kenyan government has mandated free, universal primary education, it has not been implemented evenly across the country (Sifuna 2007). It is also not entirely free, as parents often must pay teachers' salaries at some schools, because the government does not send enough teachers to Narok County. In order to try to keep class sizes manageable, parents are forced to hire the remaining teachers needed. Narok County has an average pupil-teacher ratio of approximately 33:1 (Ole Sapit 2007). **At Olesere School, Head Teacher Irene said that a year ago, she had only two teachers employed by the government for the entire school of 500 students. Other primary school teachers in the study area gave similar ratios.**

Some of these educational inequities have historical precedent. In the past, Maasai were steadfastly opposed to Western education for fear that children sent to school would forget how to care for cattle and lose touch with their home or community (Hodgson 1999). As the first Maasai students graduated and began to hold government seats, their knowledge of the national language allowed them to voice issues that they had not been able to before. For many Maasai, their stance on formal education shifted upon realising that it could enable them to influence policies in their favour by increasing their bargaining power at the state level (Hodgson 2011).

Today, **pastoralists across Africa make trade-offs to balance their need for household labour with their desire to send children to school.** Despite its growing importance within society, the youth face many barriers to even completing primary school.

Many primary school teachers in the study area are not qualified teachers and some have not even completed secondary or primary school themselves. The reason for these individuals being employed is two-fold. Firstly, there is a shortage of qualified teachers who are willing to live in rural areas, often in very basic housing conditions. Secondly, formally trained teachers are more

expensive for parents to employ. For example a fully trained teacher is paid 50 percent more (KES 12,000 as opposed to KES 8000). Schools within the study area are spread out and do not have any transport facilities, forcing young students to walk long distances through wildlife areas. Secondary and tertiary education facilities are very few and far between. During the research period there was only one new secondary school in Aitong, and another under construction in Talek. The total enrolment at Maasai Mara Secondary School in Aitong, was 161 boys and 16 girls for a catchment size of over 16,000 people. In 2009, there were only 8 youth polytechnics, 6 tertiary colleges, and 1 university in the whole of Narok County (Ole Sapit 2007) for a population of approximately 851,000 people, two-thirds of who are between 15-34.

Despite low enrolment, poor quality teachers, poor student-to-teacher ratios, and lack of quality infrastructure, students still manage to be successful. County exceeds the national average for percentage of schools achieving passing exam scores (EPDC 2007). For youth who do have access to school, there is clearly an incentive to perform well.

The gender ratio in enrolment is highly skewed because female students face additional barriers in completing school. Overall primary enrolment in Narok County is lower than the national Kenya average, especially for girls (EPDC 2007). Unemployment is also significantly higher for young women in Kenya than men, on average 10 percent higher for ages 15 to 25 (UNDP 2013). There are fewer employment opportunities for young women, largely because of lower school completion rates for girls, creating a vicious cycle between these two. This inequality is also due to the higher household demands placed on young women, but the UNDP (2013) argues for a more balanced gender policy to improve the conditions for women who do seek jobs.

Wildlife Tourism

International wildlife tourism in Kenya has remained unstable in 2015. The 2014 Kenya National Bureau of Statistics reported a 7.3 percent decline in overall tourism revenue from 2013 and an 11.1 percent decrease in international visitors to Kenya (KNBS 2014). For 2015, camps in the Mara Triangle recorded 23 percent fewer overseas visitors and the visitors who did come spent on average one day less in country.

Despite the instability of tourism, the sector remains one of the largest generators of revenue in the area, hovering around KSH 1 billion annually for Narok County (Ole Sapit 2007). **This represents as much as 80 percent of**

total revenue for the county, followed by agriculture. There are around 170 tourist facilities, including tented camps, hotels and lodges, and over 4,000 beds, with more being constructed (ibid). It is a crucial potential source of income for local individuals and also for microeconomic development.

Previous research shows that tourism camps, particularly those within conservancies, wish to employ local Maasai, in order to provide benefits and incentives to local communities to conserve wildlife (Courtney 2015). Despite this, there is a wide variability in how many local people camps employ, and how each camp defines local (ibid). The demand for more socially responsible tourism has pushed camps to focus on hiring Maasai, but they are also businesses that stress hiring the most professional and highly qualified staff available. At times these two priorities conflict due to a lack of local, highly qualified personnel.

Outside the tourism sector in the Mara, there are fewer employment opportunities, especially for those who are uneducated. The lack of secondary schools, polytechnics, colleges and universities has led to diminished human capacity and skilled expertise across the Mara. Most schools and clinics would like to fill the desperate need for more staff and those with higher qualifications, but they are under financial constraints.

Data gathered in 2004 showed that approximately 50 percent of households in the Mara earn income from wildlife tourism, averaging 14 percent of total income for those involved, and creating desirability around tourism jobs (Homewood et al 2006; Thompson et al 2009). A 2012 study of households with women in Basecamp Foundation's microfinance project (Courtney 2012) found that 96.2% of households surveyed are involved in tourism in one of the following ways: employment, leasing land to a conservancy, selling beadwork to tourists or working in a cultural manyatta. Other economic activities are becoming an increasingly important part of household livelihoods strategies, however, pastoralism remains a central part of identity to the Maasai in this area and most people state that they always wish to remain with their livestock (Courtney 2015). The vast majority of households earn more than two-thirds of their income from livestock (Homewood et al 2006).

One potential limitation of this research was that it took place during a downward turn in the tourism sector. Due to recent travel advisories resulting from al-Shabab attacks in Garissa, Kenya (Morris 2015; Whitman 2015), smaller camps were being closed down or bought out, and larger lodges had to lay off employees or hire fewer staff overall leading up to the high season. This affected not only the number of employed individuals and their incomes,

but also the donations from visiting tourists who occasionally contribute toward families or projects during their visit. While the timing of the study represents a potential bias, it highlights the volatile nature of the tourism industry and the macroeconomic and structural factors that influence employment.

Lastly, land issues are exerting serious pressure on the Mara. From 2006 to 2009, blocks 3 and 4 of former Koiayki Group Ranch were subdivided. As part of a process that began in the late 1980s, subdividing Kenya's group ranches into privately held allotments was intended to formalise Maasai rights to land. While this reduced some fears over land appropriation by outsiders and elites, it did have other implications for marginalised groups of people. Only individuals that were previously on the group ranch registers were able to attain land title during subdivision. This effectively excluded women and youth from land ownership, as only men had been registered before (Bedelian 2013). The exclusion of youth was a large part of the motivation for this research on unemployment. Land and land security is an important part of this study due to its role in pastoralist livelihood systems and the inclusion of equitable access to land and security of land rights in the 2010 Kenyan Constitution (GOK 2010).

Methods

For eight weeks, during May and June 2015, qualitative data was collected across TMT's operating area. In this period, semi-structured interviews were conducted with 33 individuals and five focus groups were held with over 50 participants. A full list of individual interviews and focus groups can be found in Appendices A and B. A range of stakeholders was consulted including employers, students, community members, and unemployed youth. Key informants were consulted in the tourism industry, including camp managers and staff. Additionally, conservancy managers, head teachers, business owners, and community development workers were interviewed in order to attain a well-rounded set of perspectives.

Interviews were conducted in English, Kiswahili, and/or Maa, depending on the preference of participants. TMT Project Coordinator Maatany Ntimama, translated for this research. The interviews took place either at the participants' workplaces or in their homes. Focus groups were held in community spaces (i.e. church, school) or in one case, outside the home of a youth group leader. All participants gave consent to having their information used, but partial anonymity has been given to protect individuals.

Project Researchers

This research was conducted jointly between Maatany Ntimama, Project Coordinator for TMT, and Intern Katie Hartin, a Masters student at the University of Edinburgh. The pair worked together to complete interviews and hold focus groups, whilst also providing the community with information about the goals of the research and addressing the community's concerns.

Hartin, the author of this document, was put in touch with Dr. Crystal Courtney, CEO of TMT, through their mutual connection to the Centre of African Studies at the University of Edinburgh. In order to complete her Masters dissertation, Hartin worked as an intern with TMT and helped perform research on this existing proposal. As a result, Hartin wrote a 15,000 word dissertation on 'The Challenges and Opportunities to Employment Amongst Youth in Maasai Mara, Kenya'. The outcome was a successful collaboration between both institutions, and will hopefully lead to a lasting partnership with more research being done by future Edinburgh postgraduate students.

Hartin completed her Bachelor of Arts in Environmental Studies at the University of Vermont in the US. She completed her undergraduate fieldwork in Tanzania and subsequently wrote her thesis on the effects of conservation-induced displacement for Maasai living outside Ngorongoro Conservation Area.

This report was edited by Dr. Crystal Courtney, Helen Gibbons and Roselyn Kang'ara.

Findings/Analysis

1. What proportions of young people are currently employed? Does this vary across space and between genders, and why?

Participants were asked to estimate the percentage of Maasai youth who are unemployed. The average estimate given for the rate of unemployment was approximately 80 percent, with several participants noting that this figure is higher for women. **Participants said more women are unemployed because they receive less education and they have many domestic responsibilities that prevent them from looking for work away from the home.** Amongst young men, the perception was that living further away from camps makes it more difficult to find work. Unemployment was also perceived as lower in large centres, like Aitong (approx. 50 percent), compared to rural villages (80-95 percent). Several participants in rural areas commented that

the lack of a village centre nearby was a hindrance for finding out about job opportunities and for making small-scale market activities viable, because of the need to find transport.

In their estimates of unemployment rates, participants tended to include students and people who are self-employed in livestock trading or market activities. However, many participants expressed the desire to further their studies or to increase their knowledge on business management. This is an important point. Even though studying or operating a business may not be considered formal employment, these are still important and desirable activities and could be complemented by a skills training programme.

The distinction between formal and informal economies has been given much attention in international development literature, but participants did not differentiate between the two in expressing their desires. Overall, participants seemed less concerned about whether income came from long-term, salaried employment, short-term casual work, or self-employment, and **more interested in simply increasing and diversifying their income**. As in many developing country contexts, people often pursue a diverse livelihood portfolio and ultimately balance their labour between a number of pursuits to both minimise risk from shocks (e.g. drought) and exploit opportunities for higher earnings.

2. What are the current skill levels of unemployed individuals? What barriers do they encounter in trying to attain employment? How can these be overcome?

The results of this research show that current skill levels of youth vary widely. Many participants indicated that a **significant proportion of youth are illiterate and have had no education at all. Illiteracy was estimated at 50 percent of men under the age of 34 and 80 percent of women**. This group of job-seekers have very limited employment opportunities in comparison to those who have finished primary or secondary school.

Teachers and unemployed youth expressed a need for adult literacy courses to assist those who cannot read or write. **Basic literacy and numeracy is a huge advantage for those seeking employment** and can also help those who wish to start or grow a business. Without these skills, the only employment opportunities are generally as watchmen, drivers, or cleaners. Additionally, if someone is illiterate, s/he can be taken advantage of in business transactions or have trouble calculating profits and losses.

For secondary students, there is a need to help provide career guidance and counseling. The Principal at Maasai Mara Secondary School said there was a Careeris Master designated to assist students with this, but the students, who were interviewed separately, seemed unaware of any such person. **Career guidance at both primary and secondary level would greatly improve opportunities for young people.** Six out of 10 students are interested in pursuing a career in medicine, perhaps because such well paid 'white-collar' jobs are encouraged within the school environment. However, these young people have limited exposure to the healthcare sector and do not have any experience in what being a doctor involves. Talek CMF Clinic and Joseph Esho's Clinic both indicated they would be willing to allow youth to come for work experience. Aitong CMF Clinic said they would like to train students in the future, but they currently do not have the capacity. All three clinics stated that youth could help at reception with keeping records, or could help with sterilising tools and general cleaning. **This report recommends that as part of a career guidance programme, in-job career guidance should be encouraged so that students understand what is involved in their desired fields before committing themselves fully.** By connecting secondary students with opportunities to gain work experience, clinics receive additional support and students gain valuable knowledge that will help them in pursuing the careers they desire.

When participants were asked about the biggest challenges in finding employment, the nearly unanimous response was a lack of education. The causes for this include inability to pay school fees; lack of quality teachers; and for girls, early or forced marriage and pregnancy. Many adult participants, especially teachers, also stated that the youth do not see the value in school and drop out to earn tips from tourists. A lack of education encompasses the most basic levels of attending primary school and learning to read and write and learning specific skills and trades through attending college, university, internships or training courses.

For those who have the most basic levels of education, this limited standard, and a lack of a specific trade can limit them accessing employment options. As will be discussed shortly, young people who fall into this category would like:

- Access to career guidance to choose their career path,
- Knowledge on how to search for training options outside of the Mara, and;
- The development of a capacity building training institute within the Mara.

Those who try to gain on-the-job experience and work their way up expressed a frustration over not having any supporting documents as evidence of their work to date. One male youth had been employed as a casual labourer at Basecamp in 2010, where he transported and leveled wheelbarrows of slap stone. Currently, he is jobless and would like to be employed as a security guard, however, he lacks any supporting documents to show camps that he has worked in one before. Several camp staff suggested that camps be responsible for better documentation of hard-working temporary, casual labourers. These individuals could be called when future permanent work opportunities become available. **A recommendation of this report is that employers should be encouraged to provide supporting documentation for all employees whether they are permanent or temporary.**

Another recommendation made by an interviewee was for **conservancy tourism partners to collaborate on a specified list of skills for their in-house training sessions.** Most camps indicated they have some kind of in-house training already operating, but having a formalised system ensures that trainings are cross-cutting and uniform. Again, this helps assist youth in securing work in the future when there is at least a locally standardised set of qualifications.

Another significant barrier for those seeking employment is a lack of knowledge about available opportunities. Camps said they hang fliers in town centres or publish a notice online when they have a vacancy, but they also admitted that previous hiring processes have been quite informal. During past high seasons, the need to fill a spot quickly meant that openings were often given to family members or friends of employees. In other cases, opportunities have been given to members or relatives of the landowner committees or community liaison officers, rather than the most qualified individuals. This transfers benefits along familial or kinship lines, consolidating benefits into the hands of a few. It also discourages young people from advancing their own education if they see connected individuals being employed over the most qualified. At present, even being highly educated does not guarantee employment opportunities for young people.

One self-employed man from Mpuuai claims that leaders of local organisations give preference to family members or friends rather than hiring the most qualified people. He says, *'Instead of calling for someone who has the experience or the profession of that [job], instead they call the people who are either their relatives or friends and that is a minority benefitting from that'*. This opinion was replicated by several other well-educated men. In particular, they stressed that in order to get a job, an individual would need to be on

good terms with members of land committees and the liaison officer. Koiyaki Guiding School (KGS) students described how getting jobs at camps hinges on **having the support of conservancy landowners or having a 'godfather'** - a term used by several participants to describe how unqualified youth were able to get jobs and keep them because they were protected.

Many youth said that managers at tourism camps are non-Maasai Kenyans and give other ethnic groups preference in hiring. The result is a large disparity in the number of Maasai employees hired by each camp. Whilst 90 percent of employees at Basecamp Explorer are Maasai, at Olare Mara Kempinski, one Maasai staff member estimated that only 10 percent of their staff are Maasai.

Both camps and conservancies said they realise it is in their best interest to move away from the practice of nepotism and some camps have begun to create a formalised database of candidates. Advertising vacancies should be more systematic by utilising online media platforms and broadening into other community spaces outside of town centres. Word of mouth may still remain a powerful tool for spreading information, but it is not always very inclusive.

It is recommended that MMWCA should develop and launch a Mara-wide employment database based at the IT centre within the Mara Discovery Centre in Aitong. At this centre young people could be assisted to write a CV and upload certificates and references and taught how to search current job opportunities. Employers could use this same database to search through potential employees with the required skills, as well as advertise job openings. Such a programme would remove the power from 'god-fathers' and 'middle-men' by ensuring that the most qualified rather than the most connected individuals secure employment. This database could perhaps begin by focusing on the tourism industry but overtime could perhaps extend to other livelihood options within the Mara.

There are gender differentiations in the jobs that men and women are willing to do. A training programme designed around manual labour or tourism camp jobs is not likely to attract many women, according to participants. Only a few participants said that women would be able to physically perform hard, manual work. Although it is not impossible, it is unlikely that women will choose to participate because of social expectations.

This study suggested that women may also have difficulty working within the tourism industry. Women face institutional forms of discrimination from camps in that spaces were not built for them. In order for camps to hire women, they

must have separate staff quarters. It can be a challenge for camps to construct additional female staff housing, particularly during difficult times economically. Women also face more explicit forms of discrimination, as camp managers have expressed they are reluctant to hire women because they present too big a risk. Many women do not return to work after becoming pregnant or taking maternity leave, discouraging camps from hiring them. Further, the social expectation for women is that they are responsible for domestic labour and child-rearing, which prevents them from keeping these camp jobs and sometimes from accessing them at all.

Nevertheless, camps are also places that produce roles for women as leaders and conservationists. KGS has played a large part in empowering young women through tourism related jobs. As KGS has helped carve out a physical space for women at camps by assisting in construction of staff quarters, women have also shifted the boundaries of what is acceptable as women's work. Speaking of his fellow female guides, an employed male guide from Olesere acknowledged, *'some people believe women cannot change a tyre, but they can'*. Women do have the potential to enter into these new types of work, if given support.

Although it is possible that women will take part in a tourism training programme, participants seemed doubtful that women would desire manual labour skills or be willing to work away from home. However, even in trying to create a gender inclusive programme, it would make little sense to provide training for skills for which there is no local market. The jobs women desire that are within social acceptability are teaching and nursing. **Available opportunities could be to given to women to be a teaching assistant or nurse's aide.** None of the schools or clinics participating in this study currently have young women in these roles. Unless women are given these opportunities, change will rely on the few women willing to directly challenge existing gender roles and social norms and pursue technical or/and tourism jobs.

3. What skills are in demand by employers? What positions do employers find difficult to fill? Which jobs within the tourism industry and within local centres are not filled by local Maasai employees, and why?

The skills in highest demand in the tourism industry are those requiring technical abilities - **primarily electricians, plumbers, carpenters, masons, and mechanics.** Camp managers also desire employees with 'soft skills' -

good hygiene practices, a professional demeanour, and basic English communication skills.

Camps states they have difficulty in finding **qualified local staff for hospitality positions**. Many camps also said they have difficulty in staffing their food and beverage department. While Karen Blixen Hospitality School has helped to partly address this skills deficit, the **need extends beyond cooking into food service more broadly**. Additionally, camp managers expressed the need for **qualified gardeners to take care of the property and tend to their kitchen gardens**.

Several different employers have stressed that some positions do not necessarily need a highly educated person, just someone who is motivated and willing to learn. Camp managers and staff said they need someone who is willing to be trained from the ground up and will not refuse to do a job because it is menial, such as washing dishes or doing laundry. Conservancy managers expressed that they would like rangers with wildlife and rangeland management knowledge, but they also need people who are willing to do strenuous manual labour when necessary. **One clinic staff member was adamant that youth just needed to have the proper attitude, a sentiment echoed by many participants**.

The positions that camps find most difficult to fill are the jobs not being done by local Maasai. **Camp managers and staff observed that local youth rarely do manual work, both casual (such as doing road repairs, construction work or digging holes) and skilled, such as carpentry, mechanics, plumbing and electrical work**. In such instances, more resources are spent finding suitable candidates from further away. Some staff indicated, that these non-local individuals also may not be as suited for dealing with wildlife encounters or living in rural areas. Additionally, highly specialised jobs, such as tent maintenance and stonework, are often done by ethnic groups from neighbouring areas of Kenya rather than the Maasai. Administrative and managerial positions are also not held by Maasai, because most lack basic bookkeeping and computing skills, one camp manager said.

There is a perception that young Maasai will not do physical, hard labour, but many participants said this is just a stereotype. Yet, there also appears to be a stigma within communities around doing these types of jobs. These jobs are perceived as low-paying, difficult, and they often do not lead to any longer-term or higher-paying work. Some said they are certain that the youth would rather do manual labour than sit and be idle, but others say Maasai are not willing to dig holes and will accept only white-collar jobs.

One Talek private clinic owner despaired that: *'These boys don't have any skills. They don't do any manual work. For building houses, they don't want to build. Because they think the money which is being paid is very little and if they go to the tourist business, there is a lot of money'*. A camp manager explained, *'On many occasions, we find some are like lazy, because they are not used to certain jobs. They used to only graze cattle for example. You tell someone he has to dig this area and you have given someone responsibility, but you come to know later that he is not willing or really motivated'*. This opinion was also given by several teachers, a local contractor, and other camp managers.

There are certain professions that Maasai youth are more drawn to than others and strenuous causal labour is, for many, at the bottom of the list. Numerous stories have been told about young Maasai beginning work as manual labourers and leaving after only a few weeks or even days. The Olare Motorogi Conservancy Manager explained that the youth often do not see the purpose of doing manual, wage labour, because they rarely procure salaried employment as a result. He said the physical pain and hard work is unbearable for many without a longer-term incentive. One change that is occurring is an increasing recognition amongst a few young men that work is work and they will take and do what is available. Five years ago it would have been vary rare to find a young local Maasai man doing building work, however, today cases are seen. **For those who are willing, there are manual jobs available. Preferences are, however, to keep to livelihoods affiliated with the Maasai (pastoralism, security and guiding) or to train for skilled positions.**

The youth said they would like to learn technical trades as at present they lack the skills to hold these positions. Most of the youth have no experience doing this type of work, so it is difficult to say whether they would follow through with a skills training programme. **The question of whether or not youth will persevere through hard, physical work associated with skilled positions such as carpentry and mechanics can be addressed by requiring a probationary work-experience period before being admitted to a skills training programme.** Several conservancy managers and TMT staff suggested that each applicant commit to doing voluntary manual labour for a trial period of several weeks before entering a training programme to ensure s/he is willing to stick with it. Several participants expressed that the youth must be serious and committed to their work, because the non-Maasai who are currently holding these jobs are more experienced and thus the youth's skills must be competitive. **For youth who receive training and show the**

required skill and commitment, an emphasis of the training programme should be to help students secure work upon completion.

4. Which of these in-demand positions and others do local youth desire and on what scale? Whom specifically? What skills are necessary for these positions but lacking? How can these be provided?

During focus group discussions, the youth expressed a desire to learn more about a range of different skills. KGS has produced a number of certified and successful tour guides, making tour guiding a desirable job. As this pool of candidates grows with more becoming qualified each year, youth have realised that it is becoming harder to find work as a guide as the market becomes saturated. **Youth have requested a diversification of skills training; they would like to be trained in hospitality, on technical trades, and in business management.**

Such skills training could be undertaken both within the Mara, perhaps through the diversification of skills provided by KGS or a new capacity building centre, as well as by linking young people with existing technical institutes. While the development of a multi-skill institute within the Mara would be warmly welcomed, it would be important to first determine which skills can be taught at existing institutions within the Mara, Narok District and within Kenya to avoid unnecessary repetition. Rather than trying to target 20 different skills, **a centre in the Mara should focus on those skills that:**

- **Are high in demand by both employers and youth**
- **Are not currently taught within the locale**
- **Youth would not be willing to travel away from their home area to learn**
- **Are fitted to a rural environment**

The majority of courses held in such a skills centre would be dependent upon being literate. It is also important to consider job options for illiterate youth. Figure 2 depicts the jobs desired by nine illiterate male youth²³. Many male youth without any education stated that they would like to enter into unskilled

² All charts in the Findings/Analysis section show the responses to open-ended questions, where *n* is the total number of participants who answered the question.

³ A similar graphic is not available for illiterate female youth because they were not included in this research.

positions, such as security, cleaning, or driving, or to pursue a business⁴. During focus groups, this demographic said they wanted more knowledge around upgraded livestock breeds, veterinary medicine, and rangeland management as well. **Skills training programmes are more likely to be adopted by communities if they incorporate elements that support and strengthen pastoralist practices**, and if they provide stability and resilience amidst a volatile tourism economy.

Which jobs do illiterate male youth desire?

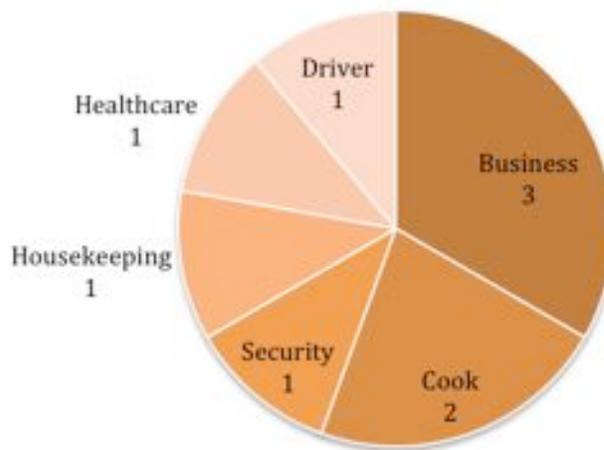


Figure 2. Desirability of jobs, as indicated by illiterate male youth participants (n=9).

The Maasai of this area still rely strongly on herding and thus many people would like to increase their knowledge in these areas. As land demarcation is changing the landscape, the Maasai are forced to change the ways they herd livestock. **One element of the training programme can be to bring in experts from various institutions to help discuss ways to improve livestock herding amidst these changing circumstances.** Other young men expressed that they would like to enter into larger-scale meat processing or other value-added products derived from livestock. A few illiterate men also wanted to learn trade skills, such as carpentry, electrical wiring, or mechanics. Amongst secondary students and Form 4 leavers interviewed (figure 3), the majority said they want to enter into the healthcare field.⁵ Others wish to pursue law, economics, non-profit or government work. Many of them expressed a desire to work alongside professionals in order to gain

⁴ 'Business' includes starting or growing entrepreneurial activities – primarily cattle retention or small retail shops.

⁵ This category includes doctors, nurses, pharmacists, laboratory technicians, and community health workers.

experience, but they were hesitant about the notion of working without any pay. A few participants expressed that there is no 'culture of volunteering' or working for free, even if this is to gain experience, amongst the youth. For youth to see the value of such work, they must feel some kind of tangible benefit in the long-term.



Figure 3. Focus group of secondary students at Maasai Mara Secondary School.

Comparing the responses of jobs desired by literate female and male youth (figures 4 and 5 respectively), it is apparent that some differences exist. This is in part due to a methodological limitation, as literate, male primary school drop-outs were included, but females were not. However, it does align with the gender bias in work opportunities described in literature and as perceived by participants. For example, many teachers said that young women were most interested in teaching and nursing positions. On the other hand, men perceive that they have more opportunities available overall and this is reflected in the youth's responses. **This highlights a lack of knowledge regarding career options available, especially more urban-based careers that the young people will not have heard about. Good career guidance could expand young people's options by highlighting careers affiliated with their interests and skills.**

Which jobs do literate female youth desire?

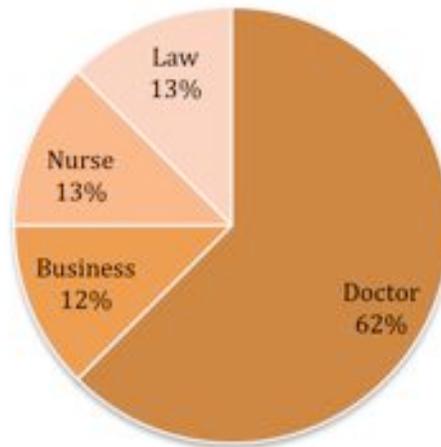


Figure 4. Desirability of jobs amongst literate female youth (n=8), including secondary students and Form 4 leavers.

Which jobs do literate male youth desire?

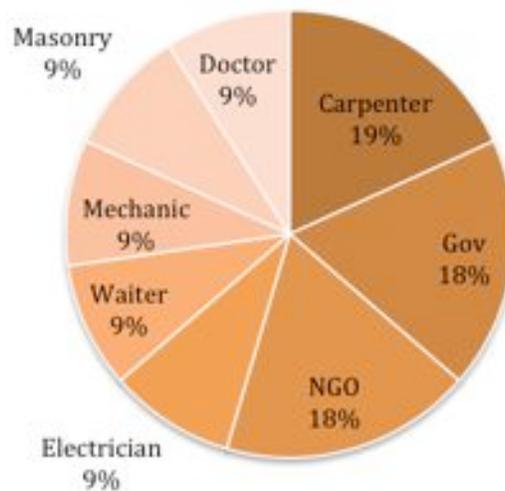


Figure 5. Desirability of jobs amongst literate male youth (n=11), including secondary school students and those with some primary school.

Only a small number of University students took part in this study (n=4), but it was clear that their intentions were to use their academic expertise to fill needs within Mara (figure 6). One student at the University of Eldoret expressed that he wanted to study English Literature and Teaching in order to earn a position at the new secondary school in Talek. The others are studying Economics and Sociology, Community Development, and Mathematics and

Statistics. These three want to work in local government or at a non-profit to help empower and develop their communities.

Which jobs do University students desire?



Figure 6. Desirability of jobs amongst University students (n=4).

The issue of brain drain is of course a consideration, but does not appear to present a problem immediately amongst this subset of the population. University students like these could benefit from utilizing non-profit networks within Mara. **Upon graduation, students highlighted that they could also use assistance in learning interview tips, writing CVs and skills in how to search for and find job opportunities.** Given the lack of career guidance in secondary school, as discussed, **this report recommends that such assistance is extended to all school leavers who are seeking employment.**

Figure 7 represents the frequency of responses given from a varied group of community members, including conservancy managers, teachers, elders, community development workers, and employed youth. Participants were asked to comment on what types of jobs they would like to see the youth doing. This captures both the types of jobs that are available locally as well as what jobs and skills are perceived as needed in the community. Multiple responses were given by most individual participants, so the graphic gives a comprehensive answer to this question.

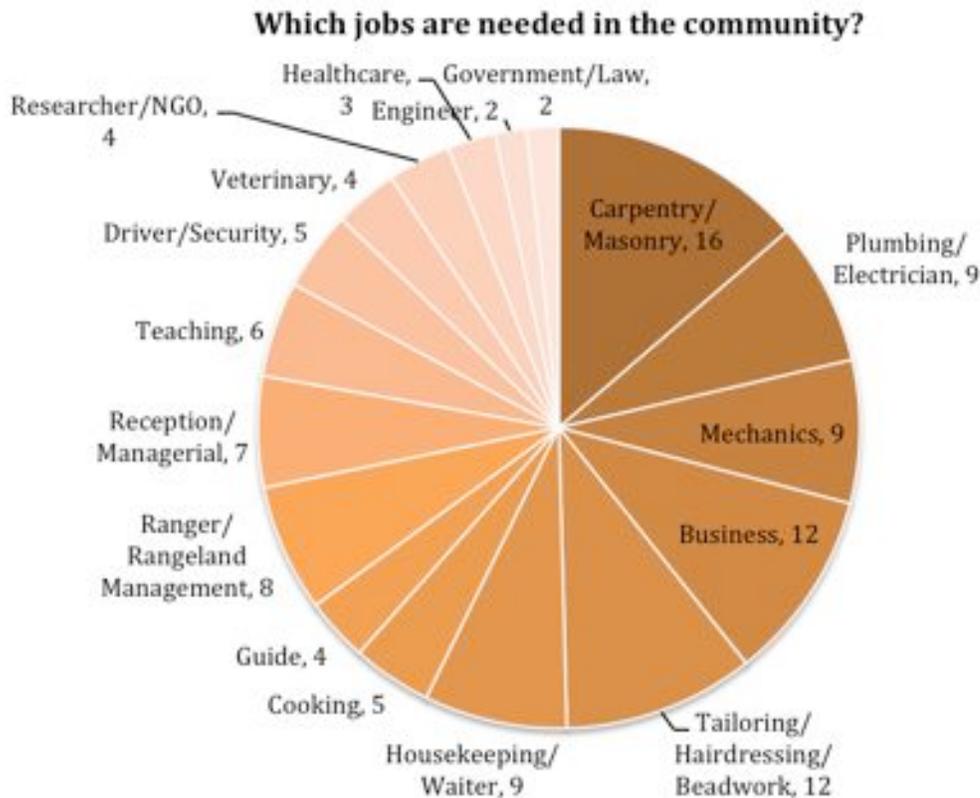


Figure 7. Frequency of responses given from community members to the question, 'What jobs would you like to see local youth doing?' (n= 21)⁶

Over one-quarter of responses consisted of the jobs most in-demand in the tourism industry – technical and vocational positions. Another one-quarter consist of other jobs within the tourism industry, including hospitality and unskilled positions. Given the overall importance of the tourism industry on the local economy, this is unsurprising. One fifth are comprised of low-skilled positions and self-employment. The remainder are at conservancies, schools, clinics, and other skilled positions in the community.

Several participants also expressed that they saw training as a means to stimulate job creation. The Mara Naboisho Conservancy Manager suggested reaching out to camps and asking for a list of currently employed individuals or casuals who are hard working. If a housekeeper is given the opportunity to gain a qualification, s/he will move into a new role and the housekeeping position will open for another individual. An American NGO, Builders of Hope, have developed a phone app called iBuild. One of the features of the app it to build a database of good workmen who can use the app to formalize their

⁶ Some participants indicated multiple answers and thus frequencies, not percentages, are used in this figure.

service provision. Builders of Hope are looking to expand their work in Narok by coming to the Mara, working in partnership with The Maa Trust.

The primary concern is increasing the skills of youth through training on skills that are in demand locally, filling a need. The Basecamp HIV/AIDS project manager put it simply: ***‘What we are trying to do is link skills with opportunities. There are many cars here, but the mechanics are not resident. If your neighbour is a mechanic, why should you bother yourself to go all the way to Narok when you can find one here?’***

5. What issues have existing capacity building programmes in the area faced? How can these problems be avoided?

Two of the existing capacity building programmes consulted in this research were Koiyaki Guiding School (KGS) and Karen Blixen Hospitality School (KBHS). At KGS, two teachers were interviewed and a focus group was held with the current students. KBHS was between student intakes, but the cooking teacher was interviewed and provided important information about the school’s upcoming growth.

At KGS, teachers emphasized the potential to branch out into other skills beyond tour guiding. This programme was immediately successful in the early years. However, more recent graduates are having a difficult time finding work. Several unemployed graduates took part in this study. They are sitting at home, tired of job-searching, and current students are worried they will reach the same fate.

In recent years, KGS has been struggling financially. Especially as tourism has declined, they have had trouble providing students with basic materials, such as books and binoculars. Diversifying their course offerings might attract new donor interest and other potential funding sources. KGS can be a potential partner in a skills training programme, as it has the capacity for 24 students each year. **KGS teacher, Michael Kaiga, suggests that a portion of each intake be dedicated to rangeland management or a similar skillset.**

Given the location of KGS and the school’s overarching mission, they would like to keep any additional courses focused on wildlife conservation. One strong element of KGS’s approach has been to have students sit the exams for a Bronze qualification from the Kenya Professional Safari Guides Association. By standardizing and professionalizing the course,

students have been able to find work all over the country. **This aspect should be retained for any skills training programme implemented. Other suggestions included that more existing guides pursue more specialised courses, such as ornithology and archaeology to appeal to tourists with these specific interests.**

A major finding from this research is that **Karen Blixen Hospitality School (KBHS) is looking into the possibility of constructing a workshop to train certified automobile mechanics and perhaps also welders and electricians.** Speaking on behalf of KBHS, the cooking teacher said he is uncertain whether they will be able to also include motorbike repair. This depends largely on the abilities of the Danish teacher they hire and on logistical issues. The site is located inside the conservancy, where motorbikes are prohibited. Although there is no certification specific to motorbike repair, it is a skill in high demand in the Mara. **Karen Blixen are not yet sure when this extension within their hospitality school may occur.**

One barrier they said they have faced in their cooking school is their remote location and trying to source fresh produce and get new equipment quickly. For their mechanics school, one of their owners used to have a racing team and plans to ship parts to Karen Blixen to have a fully functioning workshop with lifts. They are planning to admit about eight students each year, a similar class size to their current cooking courses. They also plan to coordinate with Don Bosco Boy's School in Karen, Nairobi. Students would do their practical training at KBHS and Don Bosco's would administer the coursework and at the end, conduct certification exams. **Don Bosco's offers a dozen different technical courses and this model of partnership could be expanded and replicated for other trades, such as carpentry, masonry, electrics, plumbing, and tailoring. A partnership with Don Bosco would be extremely beneficial as it guarantees each student can attain a government-level qualification upon completion.** This standardised method also ensures employers will recognise the youth's skills.

One complicated issue for both of these institutions has been location, particularly for KGS. For the construction of a training/education centre to house skills courses, finding land will be a formidable task. **According to literature and also several key informants, the training centre should be near a trading centre, rather than inside a conservancy, to promote access.**

Conservancy managers concurred regarding the benefits of collaborating with other institutions in order to draw on existing knowledge and resources. For

example, Utalii College could run weekend courses on hygiene and food service. Students who are interested in vocation training could be sent to polytechnics in Narok, Kisii, or Nakuru to receive official certification.

The Mara Naboisho Conservancy Manager also stressed that it would be useful for students to be trained on multiple skills. For example, rather than having a dedicated, expert electrician, it would be more efficient to have a person who can perform a variety of tasks – a ‘jack of all trades’. If someone is trained as both an electrician and a welder, perhaps there is no wiring to be repaired one day, but there is a structure that needs to be welded. **The technician’s variety of skills makes it worthwhile to offer him permanent employment rather than merely a temporary contract.** Many camp managers and staff similarly stated that it is beneficial when workers are trained in several different departments.

6. How can water projects become self-sustainable businesses? What businesses could be combined with water projects? Which strata of the demographic would like to undertake these businesses? What infrastructure, equipment, facilities and skills are currently limiting the viability of these businesses?

TMT’s water projects represent crucial potential sources of local economic growth in the Mara. However, the research on water projects did face some limitations. It was difficult to explain the research conceptually to a community that is not used to having excess water. It was hard to elicit ideas from the community that involved greywater⁷ use, rather than the direct sale of water. Selling water from community water points is common across Kenya, but was not the specific goal of this research.

Literature on water projects provided interesting insights into the keys to successful and sustainable water projects. Information was also gathered from a meeting with TMT’s water, sanitation and hygiene (WASH) partner, Dig Deep. This collaboration allowed the researchers to supplement the community’s ideas with knowledge from existing water projects.

Participants mainly suggested creating businesses from tree planting and kitchen gardens. Many youth have participated in tree plantings at their schools and seem to be interested in expanding these projects. Women also seemed particularly interested in planting trees to have more shade and possibly firewood. Youth have also taken part in creating small kitchen

⁷ Greywater is lightly dirty water, for example that which has been used to wash clothes.

gardens and would like to have small, vegetable gardens that they can use greywater to irrigate. On a household scale, this can be done as a vertical garden so as to limit conflict with livestock and wildlife. At a larger scale, agriculture would need to be fenced. Youth anticipate being able to sell these vegetables to camps and hotels or to use them in their own homes. Whenever gardening was mentioned, the issue of wildlife damage arose. Participants expressed the need to find some material to fence the properties in order to prevent tree seedling or crop loss. Fencing was a controversial issue and some youth were adamantly opposed. However, many young men did say they would like to learn more about plant diseases and fertilisation in order to have healthy, successful gardens. Conservationists expressed concerns that any crop or agriculture production would need to be done properly as part of an initiative and geographically well placed as training individuals could cause ad-hoc agricultural plots with more fences and more human-wildlife conflicts. Other possibilities mentioned were using greywater to create charcoal briquettes, in paper-making or for livestock consumption.

One of the ideas suggested by Dig Deep and TMT was to create a public washing station alongside one of the water projects. Women can come wash their clothes in basins and the greywater will run through a pipe that connects to a water tank. The collected water will then be used to irrigate seedlings. Youth could take care of the trees until they are mature enough to be sold. **Given the feedback from community members in this study, a tree nursery would be recommended as this fits into the desires of community members, but it would be important to ensure that this was done in such a way as to not exacerbate human-wildlife conflicts.**

Kitchen gardens present a slightly bigger challenge logistically. Kitchen gardens are likely to be grown in the home, which requires transporting water from the water project site. This could be done on a small scale, with greywater from the household used to water vegetables in a vertical garden. However, such a scale lends itself for household consumption, rather than as a business product.

Other studies from Kenya indicate that using greywater to create self-sustaining businesses would require a great deal of training and promoting awareness within communities.⁸ In general, greywater-use projects require rainfall harvesting tanks and pipes, as well as ways to prevent pipes from

⁸ The use of greywater from clothes-washing should be free of dyes, bleach, or harsh detergents. The use of dirty dishwater is not recommended because of the possibility of transmitting water-borne diseases.

clogging. Women of all ages are often the target for these projects as they are most involved in water collection and domestic chores. For tree planting, seedlings would require shade netting and fencing. Kitchen gardens would also require pots or burlap bags and a secure area away from animals.

Conclusion

This research has shown a clear need for something to be done to address youth unemployment. There are limited employment opportunities within the tourism industry, especially in the current trying economic times, however, there is potential for the tourism jobs currently being done by non-Maasai to be replaced by locals, if the youth have the required skills. There is also the potential for youth to attain employment in sectors beyond tourism.

There are three main stumbling blocks for youth when it comes to attaining employment. **The first is illiteracy, the second is skills training and the third is securing employment opportunities.** Each of these will now be discussed in turn.

1. If youth are illiterate it will greatly limit their employment opportunities. In order to address this, young people have highlighted that they would appreciate the development of adult literacy and numeracy classes held in evenings or weekends.
2. Another main challenge is that many youth are not trained in specific job-skills. While many youth do not aspire to do casual manual labour, there is an appeal in training how to do higher-paid skilled manual jobs. This includes plumbing, electrician, carpentry, mechanics and cooking. The challenges at present are that there are limited local tertiary training facilities within the Mara, and youth are not aware how to a) decide which skill they are best suited to, and b) find an existing centre where they can be trained in this skill. In order to address this there is great demand for the development of a new tertiary training centre within the Mara. This will be discussed in detail shortly. Secondly, career guidance is urgently needed in schools so that youth are made more aware of potential career options, and how to pursue these. Thirdly, effort should be put into linking young people with specialized centres in their desired skill area.
3. Young people who seek employment face challenges brought by nepotism and favouritism. Rather than the most qualified and appropriate individual being employed, it is often the relative or friend of

influential personnel. This discourages young people from advancing their education. In order to address this it is recommended that an employment database for the Mara is developed which enables young people to indicate which jobs they would like to apply for, upload CVs, references and certificates. This same database can be used by employers to advertise job opportunities and search through individuals within the system.

Participants in this study expressed an overwhelming desire for a polytechnic institution to be constructed in the Mara. This type of institution would provide significant advantages and would facilitate access for Maasai. The construction of a new training centre will require thoughtful consideration. One-day training sessions will not be feasible for all programmes. For programmes of longer duration, students may have difficulty travelling back and forth each day unless boarding facilities are also built. Boarding facilities would also likely be necessary to attract high quality instructors. Instructors will likely be non-Maasai because of the existing availability and skill base. Therefore students will need to at least have functional literacy and fluency in Kiswahili and possibly English.

Materials and space will need to be provided for both classroom learning activities (i.e. adult literacy or information technology (IT) skills) as well as practical trainings. Existing national polytechnic curricula can be consulted as to course content. It is recommended that each student should be able to pass a government exam upon completion. However, skills should also be specific toward the Mara needs when possible. For example, students trained on electrical wiring could also have basic knowledge on repairing solar systems, as they are so prevalent. A tailoring course could also have a unit on tent repair. Additionally, a system should be in place to track the progress of graduates and their success in finding employment relevant to their programme.

Based on the results of this study, the most appropriate courses to be run at the institution would be carpentry, masonry, electrical wiring, plumbing, and tailoring. Housekeeping and food and beverage service are skills also in demand by both employers and youth. However, the consensus is that generally these skills do not require such long trainings – perhaps only a week or month depending on the student’s previous experience.

The centre will likely have to begin with only one or two courses and be expanded in phases. The suggestion was also made that **shorter courses**

could utilise classroom space in August and December when school is not in session. Cleanliness, sanitation, hygiene, and presentation would be important aspects of these trainings. Many camps indicated they were willing to train one or two youth on these skills if they had assistance in vetting the candidates. Camps did say that their ability to provide boarding for individuals was contingent on financial aspects.

The promotion and marketing of the training centre will also require consideration. Although advertising the programmes at secondary schools would attract high quality students, they may not be the most interested in vocational training. Additionally, it could present a conflict of interest between the schools and the training centre. The most demographically interested in vocational training were unemployed, literate men with some primary school education. These positions can be advertised in trading centres and through existing channels, such as social media.

A limited number of students should be admitted to the new polytechnic school each year, preventing the market from becoming flooded by a particular skillset. **The number of students in each programme should be based upon the scale of the demand for the skill so that graduating students have a much higher chance of employment.** Limiting enrolment would also help ensure that the slots are awarded to those willing to commit to the programme. The KBHS cooking teacher expressed that some students seem to have been pushed by parents into taking the course, whereas motivation is clearly the highest determinant of success. The admissions process should combine a basic entry exam and a evidence of a trial work period in the desired skill area so as to show commitment.

Business management skills were in high demand across genders, space, and education levels. Shorter, week-long courses on basics (i.e. developing a business idea, creating a business plan, budget management) could be run in succession to reach larger audiences. Some of these could be run in connection to water projects. Many participants expressed that a barrier to starting a business was access to capital or a loan, and some said existing opportunities were biased toward women. Learning about borrowing money would be a valuable skill to include as well. Longer, more comprehensive business courses could also be run, offering information on marketing techniques utilising online technologies or helping youth to coordinate their services to emphasize differentiation and specialisation.

A Mara training institute could also function as a space for adult literacy education, to hold workshops on rangeland management, or to provide

guidance and counseling sessions for secondary students. Literature can be compiled in binders as reference tools to help students find programmes at tertiary institutions that they are interested in, or students can seek advice in putting together essays, cover letters, or resumes. **If sited properly, this type of multi-purpose centre would reach a large number of stakeholders and vastly improve the youth's chances of securing employment and money to buy land.**

Collaboration across institutions will be a vital part of ensuring expected outcomes are met and to avoid duplication. Don Bosco Boy's School was mentioned by several participants as a potential partner and is already being considered by Karen Blixen Hospitality School as a partner for the mechanics school. Don Bosco accepts boys and girls ages 18 to 22, but only has boarding facilities for boys. They offer a dozen courses, listed at www.donbosco-boystown.org each running 2 years and costing KSH 30,000 per year. Additionally, they have a secretarial programme for girls that teaches bookkeeping and office management among other skills. MMWCA can draw on knowledge and experience from KBHS as their school develops.

Until construction of a Mara polytechnic is completed, young people can be sponsored to study at existing polytechnic in Narok, Kisii, or Nakuru. Diploma fees at Maasai Mara University in Narok are approximately KES 35,000 per semester. Similarly, it was suggested that existing institutions be contacted and brought to run short courses in the Mara. Alternatively, students can be sent to Utalii College to participate in their various courses. For example they have a 3-month (KES 40,000) or 18-month (KES 156,000) course on Housekeeping and Laundry Techniques. Proper vetting of these programmes is required though. TMT's CEO explained that a student sponsored by Kicheche Community Trust had nearly finished his teacher training degree before he learnt the school was not a qualified institution and it was abruptly closed before he could finish.

In conclusion, with the current rate of population growth in the Maasai Mara (8% natural growth, 10.5% including migration) and the high unemployment, there is an urgent need to focus on youth and how they can be assisted in attaining employment. Young Maasai people will be confined to a cycle of dispossession if they cannot secure employment, buy land, undertake pastoralism and start families. There is a great desire amongst youth to advance themselves, if they have the opportunity. This report has collated many recommendations, and made some of its own. It is now for organisations and entities within the Mara to determine which to act upon, and how to move forwards with regard to up-skilling Maasai youth.

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Appendix A – Individuals Interviewed

Participant	Date Interviewed	Gender
Olesere Village Elder	4 May 2015	M
Asilia Africa Guide	4 May 2015	M
Freelance Guide	5 May 2015	M
University of Eldoret Student	5 May 2015	M
Private Clinic Owner	5 May 2015	M
Basecamp Camp Manager	6 May 2015	M
Basecamp Project Manager	6 May 2015	M
Basecamp Project Manager	6 May 2015	M
Olesere Head Teacher	7 May 2015	F
Private Contractor	9 May 2015	M
Asilia Africa Guide	11 May 2015	M
Primary School Librarian	13 May 2015	F
Unemployed Form 4 Leaver	13 May 2015	F
Secondary School Principal	15 May 2015	M
Secondary School Deputy Head Teacher	15 May 2015	M
Olare Mara Kempinski Staff Member	18 May 2015	M
Olare Mara Kempinski Staff Member	18 May 2015	M
Aitong CMF Clinic Staff Member	22 May 2015	M
Talek CMF Clinic Staff Member	25 May 2015	M
Talek CMF Clinic Staff Member	25 May 2015	M
Emarti Head Teacher	28 May 2015	F
Olare Motorogi Conservancy Manager	2 June 2015	M
Fig Tree Camp Manager	9 June 2015	M
Asilia Africa Camp Manager	11 June 2015	F
Asilia Africa Camp Manager	11 June 2015	M
Mara Naboisho Conservancy Manager	16 June 2015	M
Mara North Conservancy Manager	16 June 2015	M
Karen Blixen Cooking School Teacher	16 June 2015	M
TMT CEO	17 June 2015	F
Talek Shopkeeper	18 June 2015	F
Talek Shopkeeper	18 June 2015	M
Koyaki Guiding School Teacher	19 June 2015	M

Appendix B – Focus Group Discussions

Location	Date	Number of Participants	Gender Ratio
Mbitin	11 May 2015	9	3F: 6M
Olesere	19 May 2015	11	10M
Aitong	22 May 2015	10	5F: 5M
Talek	26 May 2015	10	2F: 8M
Koiyaki Guiding School	23 June 2015	14	4F: 10M