



Strathmore
UNIVERSITY

Strathmore University
SU+ @ Strathmore
University Library

Electronic Theses and Dissertations

2018

The Influence of competency based technical training on youth employability: a study of technical training institutions in Nairobi County

Lynette M. Ndile
Strathmore Business School (SBS)
Strathmore University

Follow this and additional works at <https://su-plus.strathmore.edu/handle/11071/6069>

Recommended Citation

Ndile, L. M. (2018). *The Influence of competency based technical training on youth employability: a study of technical training institutions in Nairobi County* (Thesis). Strathmore University.

Retrieved from <https://su-plus.strathmore.edu/handle/11071/6069>

This Thesis - Open Access is brought to you for free and open access by DSpace @Strathmore University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of DSpace @Strathmore University. For more information, please contact librarian@strathmore.edu

**THE INFLUENCE OF COMPETENCY BASED TECHNICAL TRAINING ON YOUTH
EMPLOYABILITY: A STUDY OF TECHNICAL TRAINING INSTITUTIONS IN
NAIROBI COUNTY**

NDILE LYNETTE MWENDE

MPPM/90801

Submitted in Partial Fulfillment of the requirements for the Degree of
Master's of Public Policy and Management

**Strathmore Business School Nairobi,
Kenya**

VT OMNES VNVM SINT

JUNE, 2018

This dissertation is available for Library use on the understanding that it is copyright material and that no quotation from the dissertation may be published without proper acknowledgement.

DECLARATION

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the dissertation contains no materials previously published or written by another person except where due reference is made in the dissertation itself.

© No part of this dissertation may be reproduced without the permission of the author and Strathmore University

LYNETTE MWENDE NDILE

June 2018

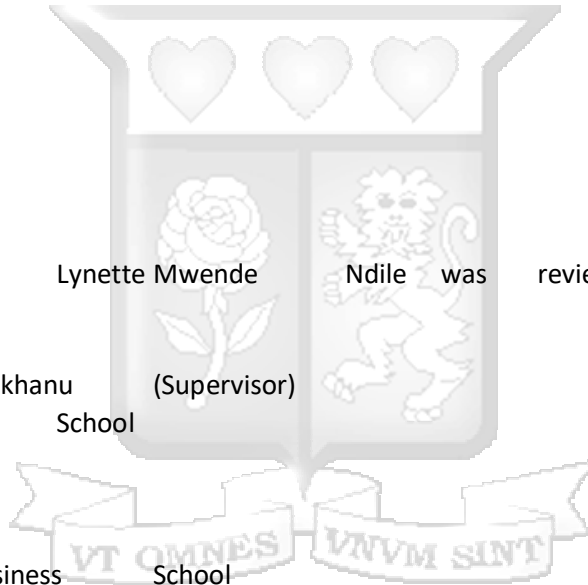
APPROVAL

The dissertation for Lynette Mwendu Ndile was reviewed and approved by:

Dr. Everlyne Makhanu (Supervisor)
Strathmore Business School

Dr. George Njenga
Dean, Strathmore Business School

Prof. Ruth Kiraka
Dean, School of Graduate Studies
Strathmore University



ABSTRACT

Over the next twenty years, global growth and poverty reduction will be driven by today's youth, yet majority face significant difficulties engaging in productive employment; mainly due to a mismatch of the competencies they possess to those required by the labour market. In addition, the World Bank's recent estimation is that 250–300 Million young people are idle or unemployed, as little is known about how best to smoothen the school-to-work transition. Therefore, the problem of unemployment among the youth is a huge concern. Technical Vocational Education and Training (TVET) is one promising avenue in addressing this problem, which is the highest in Africa. Governments globally endeavour to create an economic environment that promotes the growth of enterprises and generally stimulates the economy. Thus, Kenya like many other Sub Saharan countries is grappling with a desire to improve its economy in a competitive global market. This brings us to the question of skills competencies as it is imperative to formulate the best methodology of imparting these skills in the youth. Kenya identified the critical role of TVET in preparing, developing and updating the skills and competences to meet the needs of the changing industrial environment. The purpose of this study is to investigate the influence of Competency Based Education and Training (CBET) approach in TVET curriculum delivery on youth employability. CBET is an industry and demand-driven, education and training programme based on industry generated standards. TVET graduates, trainers and employers comprised the study sample frame and stratified sampling was used to draw an aggregate of 229 study subjects. Data was collected through questionnaires and analysed quantitatively. It was presented using frequency tables, graphs, percentage means and pie charts. The study findings were that TVET institutions offering CBET programs had high levels of access to technical training opportunities and ensured that graduates learning experience was unique due to training based on industry's occupational standards. The study observes that graduates who underwent the CBET programs were very competent at their workplace and performed better in contrast to traditional approach graduates who were deemed not adequate enough in delivery of job tasks and performance objectives. The study concludes that CBET programs immensely increased the employability aspects among the youth compared to the conventional approach of training. The study also established there exists a strong relationship between the variables that are high for employability and CBET. Therefore, CBET graduates are more likely to be employed compared to non-CBET graduates in a given labour market since the correlation co-efficient, r , for CBET programs is greater than that of non-CBET programs. Skills obtained from CBET driven technical courses provided the youth with more competencies in comparison to traditional-approach courses. The study recommends creating awareness on the role of TVET and sensitizing the youth on the importance of CBET so as to improve their employability.

KEY WORDS: *Technical Vocational Education and Training (TVET), Competency based education and training, Technical training institutions and TVET graduates.*

DEDICATION

To my family and best friends, I sincerely thank you for the strong support system you formed since the year 2015, when I enrolled in this MPPM program. All your prayers and encouragement kept me going even when things got tough. Thank you for your understanding during the study period.

To the youth of Kenya, this piece of work is dedicated to you. My passion and dedication in creating opportunities for you in the education sector has been increased after these two years of learning. I have greatly grown intellectually and I am better placed to serve the youth who need mentorship as they pursue their careers. Most importantly, in changing their mindset which is the hardest part in the shift towards embracing blue collar jobs and technical careers.

The immense knowledge gathered during this study drives my mission statement, which is “To craft creative and viable education and development solutions for the youth to ultimately bring their goals to fruition.” God Bless you all.



ACKNOWLEDGEMENTS

This dissertation would not be possible without the material and moral support from various people. It is therefore my obligation to extend my gratitude to them.

Firstly, my supervisor Dr. Everlyne Makhanu who greatly assisted in putting together my initial scattered thoughts in a more structured manner; such that I was finally able to clearly bring out the key themes of what I was trying to address. It would not have been possible to have this research successfully undertaken without her continuous guidance.

Secondly, my family offered me a lot of moral support which kept me going as it is very easy to give up when writing a dissertation. Together with my closest friends, the daily motivation to keep going drove me on. Thirdly, during my research period, I have interacted with intellectuals from various technical training institutions who have made me truly respect the world of academia, that is always quick to share knowledge to anybody and at any time.

Lastly, I would like to acknowledge my classmates who have been instrumental in challenging me intellectually these past two years. The transfer of knowledge among us has molded me greatly and therefore, I sincerely acknowledge their contribution in this body of work.

Thank you all and God bless.

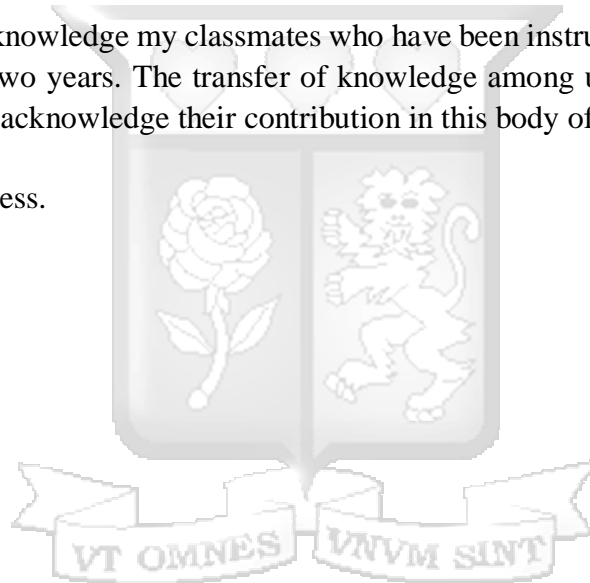


TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xiv
DEFINITION OF TERMS	xv
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.1 Background Information	1
1.1.1 Competency in Technical skills.....	3
1.1.2 Youth employability.....	4
1.2 Problem Statement.....	5
1.3 Research Objective	7
1.4 Specific Objectives	7
1.5 Research Questions.....	7
1.6 Significance of the study.....	7
1.7 Scope of the Study.....	8
1.8 Limitations of the study	8
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Theoretical review: Theories related to employment and technical skills training	9
2.2.1 Human Capital Theory	9
2.3 Empirical Review	9
2.4 Technical Vocational Education and Training (TVET)	11
2.5 Youth Employability Skills.....	14

2.6 Factors affecting Youth Employability	15
2.6.1 The level of access to TVET opportunities	15
2.7 Modes of TVET curriculum delivery to determine the Competency levels of the skills acquired by the youth in relation to the labour market	17
2.7.1 The Conventional Approach of teaching in TVET System	17
2.7.2 The CBET Approach of teaching in TVET	21
2.8 Knowledge Gaps	22
2.9 Conceptual Framework.....	23
CHAPTER THREE	25
RESEARCH METHODOLOGY	25
3.1 Introduction	25
3.2 Site of research and description	25
3.3 Research design	26
3.4 Target Population	26
3.5 Study Sample.....	26
3.5.1 Sampling procedure	27
3.6 Data collection.....	28
3.6.1 Primary data.....	28
3.6.2 Research Instrument.....	28
3.6.3 Data Collection Procedure.....	28
3.7 Validity and Reliability.....	29
3.8 Data Analysis	30
3.9 Ethical Considerations	30
CHAPTER FOUR	32
DATA ANALYSIS, RESEARCH FINDINGS AND INTERPRETATION	32
4.1 Introduction	32
4.2 Demographic Data of the Respondents	32
4.2.1 Demographic data of Employers	32
4.2.2 Demographic data of Trainers	33

4.2.3 Demographic data of Trainees.....	35
4.3 Analysis according to the research objectives	36
4.4 Objective 1: The level of access to technical training opportunities among the youth in Nairobi ...	36
4.4.1 Choice of Technical course, Cognition and Attitude-Curiosity.....	36
4.4.2 Exposure to labour market trends	38
4.4.3 TTIs Management and hindrances to TVET opportunities	40
4.5 Objective 2: Competency levels of the technical skills acquired by the youth in relation to meeting the labour market requirements	41
4.5.1 Mode of Curriculum Delivery among TTIs	41
4.5.2 Trainers Level of Knowledge	42
4.6 Objective 3: The relationship between the mode of curriculum delivery and employability	44
4.6.1 The Mastery and Application of Technical Skills	44
4.6.2 The CBET and Non-CBET curriculum delivery versus Youth Employability	45
4.6.3 Linking Skills Acquisition and market demands.....	48
4.7 Chapter Summary	49
CHAPTER FIVE.....	51
SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	51
5.1 Introduction	51
5.2 Summary of the findings.....	51
5.3 Discussion of the findings.....	53
5.3.1 Access to TVET opportunities among the Youth.....	53
5.3.2 Competency of Technical Skills Developed	53
5.3.3 Relationship between the Mode of Curriculum Delivery and Employability	54
5.4 Conclusions	55
5.5 Recommendations	56
5.7 Suggestions of further studies	58
REFERENCES.....	60
APPENDIX 1	65

QUESTIONNAIRE ADMINISTERED TO THE YOUTH WHO HAVE COMPLETED THE TVET
COURSE & TRAINING..... 65

APPENDIX II..... 74

QUESTIONNAIRE ADMINISTERED TO THE TRAINER (TTI STAFF) 74

APPENDIX III 85

QUESTIONNAIRE ADMINISTERED TO INDUSTRY EMPLOYERS 85

CONSENT TO PARTICIPATE IN A RESEARCH STUDY 90



LIST OF FIGURES

Figure 2.9 Conceptual Framework	25
Figure 4.1 Age Distribution for CBET & Non-CBET trainers	34
Figure 4.2 Level of professional Training for CBET & Non-CBET trainers	35
Figure 4.3 Level of education for CBET & Non-CBET trainees	36
Figure 4.4 The average score for extent of awareness of TVET opportunities	37
Figure 4.5 Access to Technical Training Facilities among TVET Trainees	38
Figure 4.6 Mean rates for gauging student's level of curiosity and morale in the trainings offered	39
Figure 4.7 The average scores for access to learning opportunities	40
Figure 4.8 The average scores for factors hindering youth from joining TVET programs	41
Figure 4.9 The average score for level of knowledge for TVET-CBET Trainees	43
Figure 4.10 The average score for level of knowledge for TVET- Non-CBET Trainees	44
Figure 4.11 Average scores for CBET graduate experience as employees	46
Figure 4.12 Average scores for non-CBET graduate experience as employees	46
Figure 4.13 Mean scores for formal employer's preference in TVET graduates	47

LIST OF TABLES

Table 4.1: ANOVA Table- The Correlation between mode of curriculum delivery and employability among the youth	48
---	----

LIST OF ABBREVIATIONS

CAMS: Competency Assurance Management Systems

CBET: Competency Based Education and Training

ILO: International Labor Organization

KIPPRA: Kenya Institute for Public Policy Research and Analysis

KTTC: Kenya Technical Trainers College

MSE: Micro and Small Business Enterprise

NGO: Non-Governmental Organisation

TUK: Technical University of Kenya

TTI: Technical Training Institution

TVET: Technical and Vocational Education Training

UNESCO: United Nations Scientific and Cultural Organization

YP: Youth Polytechnics

DEFINITION OF TERMS

Competency: Ability of an individual to use, apply and demonstrate a group of related skills so that one can successfully perform duties and tasks.

Curriculum: This is the content in a specific course or program being taught in a learning institution.

Curriculum delivery: The various approaches to ensure the students learn what is intended and they directly interact with the designed content under the frameworks provided.

Employability: Individual's chance of a job on the internal and external labour market. Having a set of skills that can translate to gaining employment within a period of time after acquiring them.

Employment: The state of having paid work.

Skills: The relevant practical experience and knowledge required for one to be able to perform a specific task or job.

Training: That which is more directly related to preparing individuals in their current employment or emerging occupations, in comparison to education.

TVET: (Technical Vocational Education and Training) – The acquisition of practical skills, attitudes and knowledge relating to occupation in various sectors, and those aspects of the educational process involving general education as well as the study of related sciences.

Vocational Training: Transfer of formal and non-formal skills, knowledge, team capabilities and attitudes in vocational schools and/or training institutes.

Youth: In this study it is defined as the age group falling in the bracket of 14 to 24 years old (According to the United Nations).

Youth unemployment: State in which young people of the ages 15-24 years have no job but are actively seeking work.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background Information

Education, which is a pre-requisite to any form of skills training, has in recent years been made more accessible through free basic education (GoK, 2003) and recently, full free day secondary education learning (GoK, 2018) programs in public schools. However, with globalization comes the integration of technological activities in all aspects of the professional realm, thus exposing the competency levels of the skills the youth possess. Therefore, because of trade liberalization and the globally increasing competition, the role of vocational training has been made more decisive and this makes having higher skills necessary, as nations require more productivity among workers in all sectors. Bennell (1999) affirms the key role of vocational training; to furnish technical skills required to improve the access to job opportunities, raise income levels and improve productivity has been widely recognized. During the past several decades, the mismatch between the skills imparted by the national education system in many countries and the world of work has become profoundly evident.

A study by UNESCO (2002) shows that with the integration of modern technologies in almost every sphere of professional activities this mismatch has been aggravated, making the priority of most Governments be narrowing this gap because of the potential economic and social benefits to be derived from having a huge demographic of its population engaged in productive livelihoods. The social pillar of Vision 2030 singles out education and training as the vehicle that will drive Kenya to achieve its goal of becoming a middle-income economy, Hezron (2018). Technical and Vocational education therefore become a crucial indicator of achievement of Vision 2030's goals (GoK, 2014). Technical Training Institutions need to be included in the drafting process of the education curriculum and share their insight on how Kenya can achieve this transformation in emphasizing on practical skills employment. (GoK, 2010a, 2012a). Job Selectiveness, skill imbalance and rapid growth of the labour force are some issues identified as fostering unemployment of the youth in Kenya (The Sessional Paper No. 2, 1985).

Individuals have different attitude towards various kinds of employment and that is what job selectiveness can be associated with; informal jobs are met by negative attitude among individuals

with formal education (GoK, 1985). Omolo (2010) explains that people perceive the informal job sector as unsteady and with absence of workers' rights. In addition to this, the government again realized that the imperfect flow of information between the labour market and the youth as well as the mismatch in skills development are among the factors contributing to unemployment in Kenya (GoK, 2008a). Employers remain skeptical of the youth being capable of applying the skills they got from school to the practical challenges at work as they are deemed to lack the competencies in those skills that are relevant to the work place. They are also adamant in investing resources to train young people and would rather hire adult workers who are unemployed but have experience. King (2007) reports that surveys from studies done in several countries such as Kenya, Zambia and Ghana among others indicate high level skills being in shortage at the same time as saturation of the labor market at other levels. The supply of labour therefore does not meet the demand, thus leading to a steadily growing pool of unemployed youth who still want to focus on the theoretical learning that has yet to bear fruit in improving the huge rate of unemployment (GoK, 2012). Research shows that annually, a small percentage of graduates get jobs even after having obtained the university degrees thus implying low demand in the labour market. Contradictory, with the manufacturing sector being the largest in Kenya currently, there is huge demand for masons, plumbers and skilled workers but because very few pursue these skilled courses, those who can work are unqualified and unprofessional due to not pursuing the technical training aggressively. This may indicate there being issues on quality of vocational training being provided as well as its relevance to fulfilling the labor market requirements, as there is seemingly poor links to education, training and the labor market. Therefore, the education curriculum failing to meet the labour market demand and thus not being consummate is the growing assumption on the root cause of youth unemployment.

Kaufman and Feldman (2004), argue that universities are supposed to not only produce responsible professionals who can be absorbed virtually in all spheres of human endeavours, but also to develop their intellectual capabilities by imparting high level skills. In addition, universities are looked upon to facilitate manpower training of high level so that individuals can contribute to national development, as expected of them. Any university seeking relevance today must produce graduates who would employ people rather than searching for employment. However, education in Kenya faces numerous challenges among them content delivery, framework issues and monitoring and evaluation of the policy; as well as lacking the flexibility to adapt to the changing

social economic needs. In addition, vocational training in Kenya is deemed supplementary to university education, and therefore the perception of TVET in Kenya is a downgrade form of education. The rest are encouraged to seek TVET institutions after not making the cut to university admissions.

This makes it clear to the Kenyan youth that vocational education is not deemed as superior as attaining university education, and this notion has been there since time immemorial, greatly creating a mindset that leaves young Kenyans desiring to “fit in” society by having degrees obtained in the universities and very little or no determination to pursue vocational training.

1.1.1 Competency in Technical skills

Wahba (2013) refers to Technical Vocational Education and Training (TVET) as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of awareness, knowledge, skills, and attitudes relating to occupations in various sectors of economic and social life. In a TVET institution, the student is educated and trained in acquiring specific job-related skills and the courses are occupational such that they are geared towards entrepreneurial possibilities or employment. In addition, since TVET courses are vocational, Technical universities may enroll some students from TVET colleges to continue pursuing their studies at a higher level and upgrade their skills. (UNESCO, 2002). Therefore, TVET is that part of the education system that provides courses and training programs related to employment with a view of enabling the transition from Secondary Education to work for young trainees / students (social objective) and supply the labor market with competent apprentices (economic objective).

Relevant technical skills are lacking among the youth in Kenya and therefore it is negatively influencing employability among them. Wahba (2013) stipulates that in a TVET System, the methodology or approach of Competency-based education and training improves the correspondence between education/training and workplace requirements. CBET gives certification which supports employability as workers can take advantage of their skills in a wider range of employability options. It has an adaptive approach that allows its curriculum to introduce new programs and existing modules changed so as to meet emerging technological and work requirements.

Wahba defines Competency, which falls into two categories namely technical and behavioral, as the ability of an individual to use and apply; as well as demonstrate a group of related skills so that one can successfully perform tasks and duties. This can not only be measured against wellaccepted standards required in employment but can also be assessed against provided evidence at the work location. A competency based TVET system combines different techniques so as to address the needs of various industry sectors, as well as ensuring competency-based training programs are developed so that the trainees are efficiently trained and finally competency-based assessments are conducted.

1.1.2 Youth employability

Employability, is defined as “an individual’s chance of a job on the internal and/or external labor market” (Forrier & Sees, 2003, p. 106) Entry level college graduates have not acquired the skills necessary for the workforce and, as such, are not prepared for the demands of industry careers (Peddle, 2000). Otuki (2016) argues that although there is a free primary school education policy and free day secondary education policy in place; majority of the graduates still remain unemployed. In addition, there is a higher education loans board which provides for the needy Kenyan students pursuing higher learning, but they still face challenges in finding productive sources of livelihood. Harvey (2005) argues that employability is the propensity of graduates to secure a job and progress in their career. It is not just about getting a job. It is about developing attributes, techniques or experience for life. A learning institution ought therefore, to offer a wide range of studies so that students, even if they don’t pursue every subject available to them, gain by living among peers (Oloo, n.d).

Amimo (2012) highlights that the registered young people with formal employment among Kenya’s total population of nearly 47 Million are approximately 125,000 youth and majority are graduates, as recorded in the former Ministry of Youth and Sports in Kenya. Wittekind et al., (2010) conducted a longitudinal study of determinants of perceived employability and the results showed that there are significant predictors such as education and current level of job-related skills in perception of employability. It is important to note that while both employability and job security refer to the future, they differ in that job security is concerned with retaining the current job in the future but employability is concerned with alternative jobs as well, hence showing that having job-related skills can allow young people to maneuver in different jobs as opposed at being stagnant

or not having the comfort of changing jobs as they may not possess the relevant skills required to move. Frankline (2017) emphasizes that education appears to have a strong influence on an individual's performance at the labour market and thus indicating that there may be a significant co-relation between employability of the youth and competencies in technical skills.

Therefore, there should be sustained efforts to address labor market related challenges because many youths are still stuck at low levels of educational achievement. It is necessary to identify which skills are in demand in the labour market and the TTIs need to build that capacity in their students so that they supply them to the market, and this will lead to decongestion in the already saturated labour market. Although the Government of Kenya has created many initiatives in a bid to promote the Small and Medium sized enterprises (SMEs), facilitating vocational and entrepreneurship education, and creating various funds to support youth training programs and initiatives, the problem of unemployability still persists. There is need for an urgent enhancement of interventions such as the Government and other stakeholders promoting the access to quality basic education. This will go a long way to equip the youth with the required competencies in technical skills for better labour market outcomes.

1.2 Problem Statement

In the 2017 edition of the Global Talent Competitiveness Index, Kenya's rank in talent competitiveness is 97 out of 118 economies globally. The nation is greatly lagging behind the Sub-Saharan mean in several key indicators, among them vocational and technical skills; whereby a huge demographic is deemed to not have acquired the necessary technical skills that can drive productivity in the economy. This is a clear indication of the profound mismatch existing in Kenya between, on the one hand, our education systems and learning institutions that prepare youth to become job professionals, and on the other hand between industry and the requirements of the technical-driven industries and emerging society where technical skilled professions are in demand in the labor market. In a developing country such as Kenya, the estimated unemployment rates underestimate the enormity of the labor market challenge because a large number of individuals are inactive.

Harvey (2005) says that a closer analysis of what employers are looking for reveals congruity between the abilities developed in higher education and those desired by employers. The common view among companies regarding youth unemployment is that fresh graduates lack the experience

as well as the specialized skills required to perform duties. Consequently, Kenya is ill prepared to meet the market demand because majority of its graduates often find themselves with basic or theoretical knowledge that does little to prepare them for the actual tasks they will encounter on the job. According to Gustman et., al (1982), there is relation between vocational training in high school and economic outcomes in the USA as they find courses that end up having huge positive influence in annual income.

One possibility to note is that if vocational training was embraced thoroughly at high school levels and this progresses even in tertiary education, then it substitutes the need for general training that employers have to otherwise provide on the job that consequently leads to lower wages for the new employee. In addition, it can also reduce specific training of the job that might need to be provided by the employer and increase costs to the firm. Grasso and Shea, (1972) stipulate one of the possibilities of learning vocational skills is that a technical student may have more productivity in one area but diminished productivity in other areas. However, there is still the possibility that vocational training provides much more information about the labor market and gives necessary preparation as opposed to trial-and-error process that many attribute to the huge unemployment rate among the youth.

If this is therefore the case, vocational training therefore can serve as a better risk for firms investing in specific training as the vocational program graduates may exhibit lower turnover rates in comparison to general program graduates. This therefore, leads us to the big question in this study, whether the universities are really working towards having the graduates employed or is the market graduating the employment demands of graduates for a broader economic, political, recreational and cultural development. To a level, the universities cannot cope with, leading to the rising cases of graduate un-employability in Africa. Adebisi and Arogundade (n.d) have diagnosed in detail what they call academic corruption and how this impacts on un-employability of graduates. Possibly, college faculties and higher education institutions lack full knowledge of what the lacking skills in industry are and might also not have the capacity and necessary resources required to teach the technical skills and this greatly limits them. Otuki (2017) says that it is crucial to examine how vocational training in the country can be re-loaded and enhanced to make it more appropriate in addressing youth unemployment, taking into account dominant activities in society and needs of learners. In addition, based on the current situation, it is necessary to develop a skills

inventory linked to a labor market information system that is efficient and this will ensure that vocational training is tailored to meet the demands of the labor market.

Therefore, there is need to research on whether the problem maybe as a result of the nature of the delivery approach in Kenya's education curriculum specifically in skills development and thus, technical vocational education and training (TVET).

1.3 Research Objective

The main purpose of this study was to investigate the influence of curriculum delivery approaches in TVET institutions and assess if Competency based technical training influences employability among the youth in Kenya.

1.4 Specific Objectives

This study was guided by the following specific objectives;

- i. To determine the level of access to technical training opportunities among the youth in technical training institutions.
- ii. To determine competency levels of the technical skills acquired by the youth in relation to meeting the labour market requirements.
- iii. To analyse the relationship between the mode of curriculum delivery and employability of TVET graduates in technical training institutions.

1.5 Research Questions

The purpose of the research was to seek answers on the following research questions;

- i. What is the level of access to technical training opportunities among the youth in technical training institutions?
- ii. How competent are the youth in the technical skills acquired as required by the labour market?
- iii. Is there a significant relationship between the mode of curriculum delivery and employability of TVET graduates?

1.6 Significance of the study

The study built on the existing research in the same areas of study. The study also hopes to impart knowledge among the youth and gear their mindset towards accepting TVET which has been neglected in the National and International education policy agenda for many years especially in

Africa, this has however recently changed with most nations giving the sector high priority (UNESCO). The study will benefit key stakeholders from academia, industry as well as Government represented by the Ministry of Education. The study findings will inform better on the direction Kenya ought to take so as to address its increasingly huge unemployment rate among its youth. In addition, the education policy can be reviewed based on the study findings so as to ensure the mode of education curriculum delivery is the most suitable to improve youth employability. Lastly, policy makers will be informed on the sustainability of the CBET education program.

1.7 Scope of the Study

This study focused on investigating competency based education and training in the education system namely, Technical Vocational Education and Training (TVET). The research was conducted in Nairobi County, in selected technical training institutions.

1.8 Limitations of the study

Although there was adequate preparation made for this study and it was able to reach its aims, there were some unavoidable limitations and shortcomings which I am aware of.

First of all, the research was conducted in two selected TTIs, and therefore only represents a fraction of the entire population of TTIs in Kenya. In addition, the time frame for conducting the research was not enough to observe all of the students' performance in the various technical courses that they undertook.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the theoretical framework drawn from the theories adopted for the study. Discussion of concepts outlined in the conceptual framework cites the views of different scholars in articles, journals and books and is organized according to the research questions. A brief

explanation of the concepts and variables involved in the study as well as summary of the key issues is also highlighted.

2.2 Theoretical review: Theories related to employment and technical skills training

2.2.1 Human Capital Theory

Human capital theories have developed rapidly since Mincer (1958, 1962), Schultz (1960, 1961), Becker (1962) and Ben-Porath (1967), laid their foundations. Since training is regarded as an investment, it involves costs and benefits, which can be assessed by using financial criteria such as present value and the internal rate of return. Initially, Becker (1962) studied the impact on wage levels of two types of human capital operating in a perfectly competitive labor market that had no imperfections or distortions. One type of human capital can be transferred to other organizations, which encourages employees to cover the costs and to obtain all the benefits of training. The second type of human capital is regarded as specific to a company and cannot be transferred to other companies, which incentivizes employers and employees to share the costs and benefits of training. According to Garcia (2005), as employees do not obtain considerable pay increases due to increased productivity after attending specific training sessions, they will not be motivated to finance their own training requirements. On the other hand, companies will be keen to cover these training costs, as they will obtain almost all the returns from the enhanced productivity produced by the new skills generated.

Apurva Sanghi (2016) as Kenya's lead economist at the World Bank, said that aside from the Government creating a conducive business environment to stimulate private sector growth and job creation, Kenya should also inject the financial resources so as to develop its human capital and boost nationwide productivity. He urges the nation to step up the quality of education so as to keep the engine running, driven by innovation.

2.3 Empirical Review

Otuki (2016) notes that data from the World Bank indicates that youth unemployment in Kenya is currently approximated at 17.3 per cent (%), having risen from 17.1 per cent (%) in 2011 to 17.4 per cent (%) in 2014; having the highest number of jobless young people in East Africa and among the highest in the world. Frankline (2017) states that it is approximated that out of the working age population of twenty-four million young Kenyans, one in every six youth is jobless, yet with the neighbouring states of Tanzania and Uganda it is estimated that out of twenty youth, only one is

jobless. The rates are typically higher the younger the job seeker, reflecting the difficulties the youth face in making the transition to work. This pattern is common in both advanced and developing countries with the rates of unemployment gradually declining and stabilizing as young adulthood is reached around 25 years of age.

According to a recent report by the United Nations; Human Development Index (2017) Kenya recorded a 39.1 percent (%) unemployment rate. Those representing the highest rate of unemployment are individuals who are around 20 years old at approximately 30 per cent followed by those who are 25 years and 35 years at 25 per cent and 15 per cent respectively (United Nations Development Program, 2013). In addition, the ILO (2004) reports that youth unemployment has risen rapidly over the past decade to reach 88 million worldwide, representing 47 percent of the 186 million persons out of work worldwide in 2003. High rates of youth unemployment represent both widespread personal misfortune for individuals and a cost opportunity for critical national and economic development.

In the United States, Bishop (1994), after studying information on 2594 companies, found that there was a marginal rate of return on the initial 3 months of training from the 2-year increase in employee productivity. After 100 hours of training, productivity increased between 11 percent (%) and 38 percent (%). Bartel (2000) also found that training courses in 495 companies increased productivity by approximately 18 percent (%) over 3 years. Ballot et al. (2006) found that training increased value added per worker in France by 17.3 percent (%) and in Sweden by 7.3 percent (%). In the United Kingdom, based on British industry data for 1983–1996, Dearden et al. (2006) discovered that a 1 percent (%) rise in work-related training increased added value per hour by roughly 0.6 percent (%) and hourly wages by approximately 0.3 percent (%). Deloitte Consulting in its report on Human Capital Trends in Kenya (2015) states that the five most challenges for the next 12-18 months in Kenya includes retention and engagement at 76%, Leadership at 59%; Learning and development at 50%, Talent acquisition and access at 50% and workforce capability at 50%. This report clearly shows that workforce capability and competence remain an important aspect that if not looked into will prove it hard for nations to deal with employability trends.

This therefore bring the aspect of employers being key stakeholders in skills development as Martin et al. (2000) suggested that, in addition to graduates, further research in this area should address other stakeholders' perceptions concerning employability skills. Paulson (2001) states that despite institutions not aiding in employability skills development, corporations are willing to

partner with them and aid them; in a bid to equip them with the necessary skills and professional abilities that are needed for industry success. Evers et al (1998) suggested that in assessing graduates, employers should also be included as a key stakeholder as they understand the demands of the workplace very well and are better placed to successfully foster skill development in higher education and their own organizations by incorporating the base competencies in the selection, training, development and retention of employees.

As unemployment rate is a key macroeconomic indicator with low rates indicating a healthy economy, this study was therefore crucial as having a huge unemployment rate represents a waste of public resources since unused labor could be used to increase output growth (KIPPR, 2009). As the university education in Kenya is working within a globalised world, close examination of these challenges ought to be done so as to invent ways which will engineer training of graduates for broader cultural and recreational, political and economic development. Embedding employability in the education curriculum is not simple as employers' requirements sometimes seem to be at odds with those of academia, making the task of learning in higher education quite challenging Oloo (n.d).

2.4 Technical Vocational Education and Training (TVET)

In a bid to realize the promise of providing education to its citizens; as well as achieving the Nation's Vision 2030 goals and education-related sustainable development goals, the Government of Kenya has gone a long way to invest in improving both the quality and access of education. However, the unemployment rates continue increasing especially among the youth aged 15 to 24 years of age, thus being the most frequently cited indicators of the difficulty the youth face in transitioning from schooling to full-time employment and becoming productive citizens. Technical Vocational Education and Training is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. Evers et al. (1998) stated that "there is a need for a fundamental shift toward an emphasis on general skills in education, because the skills most in demand are least in supply". Morley (2001) affirms that application is therefore of essence for students to be adequately prepared for the industry and therefore knowing how rather than knowing what, is crucial in preparing students for industry.

The Technical Vocational Education and training systems in Kenya date back to 1924 and there have been numerous reforms ever since. From the Native Industrial Training Department (NITD) established at Kabete to the Catholic Missionaries who established trade schools in Kaiboi and Mawego and later the government offering two year post primary artisan training in Thika, Machakos, Meru and Sigalagala. These institutions were later converted to National technical secondary schools after independence and in 1985 they were later upgraded to Technical Training Institutions under 8-4-4 Education system. The Technical Vocational Education and Training Systems in Kenya have various sources such as these TTIs, National Polytechnics, Institutes of Technology, Industrial Training Centers, Polytechnic University Colleges, The National Youth service, Kenya School of Government etc. Non-government organizations and private sector also provide TVET and we also have several private TVET institutions such as NGOs etc.

According to Kerre (1995), most countries have stated, in one form or another, the general objectives of TVET as follows: To provide, alongside general education, knowledge and skills in technical and vocational fields in order to meet national human resource requirements in agriculture, business, industry and other technical services. According to Kamunge (1988), technical and vocational education in Kenya has been incorporated in the 8:4:4 system of education. Its specific objectives can be summarized as follows: 1. To lay the foundations for the vocational skills required for socio-economic development. 2. To expose students to scientific and technological trends, skills and ideas. 3. To develop vocational and entrepreneurship skills as basis for further training and employment. 4. To develop appropriate vocational attitudes, initiative and creative thinking oriented to work. 5. To inculcate skills applicable to various trades, vocations and professions. 6. To develop an appreciation for the dignity of manual work.

The key issues with TVET curriculum so far is that the TVET curriculum and structure are not matched to industry needs and therefore the TVET graduates are deemed not to be as equipped with skills as the industry requires, and this supply orientation is a major challenge that has consequently led to the high rate of unemployment among the youth. Bennell (1984) emphasizes on the two assumptions made on craft training policy in Kenya which have been significant since the second world war; first being that the demand for craft-level manpower has been expanding at an increasingly rapid rate and this has been a common assertion of manpower plans in developing

countries. Planned provision implies some process of decision-making allowing a TVET authority to plan the number of places in different TVET courses targeted at different occupations. It therefore implies some constraint on student preference, for example if places are deliberately limited for popular courses because there are few jobs in that field.

A number of criteria, alongside measures of student demand and TVET institution physical capacity to provide programs, are typically used to guide the allocation of students to different programs. These include measures of labour market demand for skills in different areas – often employer and union views on skills needs, but also independent assessment of skills needs both currently and in the future. The weight of these elements in the final decision of planning authorities varies across countries. As Fields (1975) points out that in the 1960s, a common belief amongst development partners was the notion that due to shortage of skilled manpower, less developed countries (LDCs) had this unemployment problem which was largely of a structural nature. This belief was justified from other manpower studies that demonstrated the inextricable connections between the changes in size and composition of the occupational structure of the labor force and the level of national development.

In reference to the analysis of the supply and demand for the formally trained engineering craftsmen in Kenya, it is imperative to question the role of the state and nature of state intervention in the area of technical training in developing countries. In regards to the growth of Gross Domestic Product, almost 90% have the assumption that as countries develop, the employment of skilled people will feature more importantly in the structures of firms and other employment organizations. John Nyerere (2009) examined the mapping of TVET in Kenya in order to chart out the existing stakeholders and their interests in TVET, past experiences and good practices regarding demand and supply of TVET and identify the strong and weak elements of the TVET sector. The importance of the exercise lies in the establishment of relevancy for future partnerships' activities. The results of the mapping process will function as a guide for the further development of country and partnership proposals, which may need to be modified or updated. He found that there is need to revise technical, vocational education and training (TVET) so that it reflects the needs of industry and the labor market.

Specifically, Kenya should apply the lessons of an exhaustive study on the experiences with TVET in Kenya. Kempe (2012) analytically discussed strategies for engaging the youth in Kenya through empowerment, education, and employment. He found that there are persistent risks and challenges

faced by Kenyan youth and that the country's growing youth bulge will only exacerbate that state of affairs. He advocates for considerable priority to be given to the development and implementation of TVET policies that can have a major impact on engaging the youth for their own positive personal development as well as for the country as a whole.

2.5 Youth Employability Skills

Safaricom chief executive Bob Collymore sought to downplay the popular narrative that Kenya is “a hotbed of innovation”, insisting that the country still lags way behind the global standards-a position backed by the World Bank. In Kenya, the rising complexity in the labour market challenges graduates in this new era to greatly develop themselves so as to become employable. This environment of radical uncertainty calls for changes and sustained effort to address the labour market challenges as many youths are still stuck at low levels of educational attainment, yet education seems to influence the labour market activity of an individual. According to Amimo (2012), as a result of this high unemployment rate, urgent attention is called upon and specifically, educators need to respond to the question, “How does it feel like to produce graduates that cannot be guaranteed employment? Peddle (2000) states that entry level college graduates have not acquired the skills necessary for the workforce and, as such, are not prepared for the demands of industry careers.

Employability, defined by Forrier & Sees (2003) as “an individual's chance of a job on the internal and/or external labor market”. Hofstrand (1996) stipulates that in order to be successful in this modern world's workplace, college students have it quite hard, as they have to develop both the “hard” technical skills as well as the “soft” people skills and expectations are high for them to learn the necessary content at a much faster rate than ever before. Shivpuri and Kim, (2004) are of the notion that imparting the right employability skills needed by the graduates is quite a challenging task for post-secondary educators who have to prepare the graduates for the necessary skills needed in industry. Higher education institutions also have a difficult task in preparing graduates for various types of employment as most graduates begin their professional careers at specialized positions. Robinson (2000) says that very few employers offer training in employability skills development and this goes a long way to show that employability skills are lacking in the workplace because people are not well prepared for work beyond the classroom which should be done prior to entering the workforce.

This has led to the blame game from employers to institutions of higher education insinuating they are at fault for this ill preparedness. Tetreault (1997) however believes that regardless of who is to blame, it is indisputable that graduates must be adequately prepared to possess the employability skills demanded by various industries in order to effectively acquire jobs and also retain them. Therefore, higher education institutions should exert more effort that will go a long way in preparing graduates in their employability skills. Possibly, college faculties and higher education institutions lack full knowledge of what the lacking skills in industry are and might also not have the capacity and necessary resources required to teach the technical skills and this greatly limits them.

2.6 Factors affecting Youth Employability

2.6.1 The level of access to TVET opportunities

Although universal primary school intake has nearly been fully achieved in Kenya, dropout rates in primary and secondary school are very high. Progression to technical and vocational education is 3.3% of secondary school enrollments. TVET is also the least funded sub-sector (less than 2.6% of the education budget). TVET is comprised of non-formal short courses (less than 360 hours) and three levels of formal TVET, two secondary certificate levels and post-secondary diploma or degrees courses. Formal TVET runs parallel to the academic programs and continues in post-secondary education. The rural population has less opportunity to pursue TVET as most training is in urban areas. Most programs correspond to traditionally male dominated trades and therefore, female enrollment is 17%, mostly in private institutions.

TTIs Program structure has been to offer long-term post-secondary training. However, Sawyerr, (2004) stipulates that technology and obsolete facilities, lack of funding and lack of concentration by lecturers and trainers are some of the main challenges that learning institutions face, as well as youth lacking life skills which are also needed outside the academic discourse. Kinyanjui (2007) stipulates that the main challenge is how to increase access to technical education to cater for the increasing high number of school leavers and others who desire tertiary education, while maintain quality and ensuring equity and affordability. A report by the British Council (2016) cites the need to have circular revision of TVET level of education in addition to secondary and tertiary levels to allow many Kenyan youth to access employment opportunities. This is because they would become readily employable and provide a skilled workforce. Further, the report by Samuel Hall

(2015) cites that promoting supervised internship and apprenticeships across all the sectors and education levels will help in alleviated growing unemployment rates among the youth. A view that is shared by the KNBS survey (2016) which supports a growing demand for competent employees across sectors in Kenya.

One of the recommendations of the Ndegwa commission was that the success of vocational centers like the youth polytechnics depended on the support the government of Kenya gave to the development of small scale enterprises directly and through developing markets for them. During the early period of political independence in each African country, there was great need to replace the expatriates with locals but even this localization was not sufficient as it was deemed that existing stocks of skilled occupations were still inadequate and thus meeting the needs of the development process was a huge challenge. Okaka, (2001) highlights that TVET as an art and science began in Kenya long before the arrival of the Europeans so Kenyans knew how to build their own houses, make agricultural implements, spears, knives, hoes, axes, cooking utensils and pottery. Traditionally, these skills were passed on from parents to offspring within the family or clan through an apprenticeship system.

Yambo (1991) stipulates that most of technical training in the micro and small business enterprise (MSE) sector is carried out through traditional apprenticeship system, particularly in manufacturing and services. Apprenticeship is the largest source of skill training in the informal sector. A study earned out by the World Bank in (1990) estimated that 40% of all trainees acquire their skills through traditional apprenticeship. King (1996) stipulates that apprenticeship method of learning has an advantage because of its cost effectiveness. Allen (1972) notes that most vocational centers offer practical skills usually masonry, carpentry, tailoring, dressmaking, knitting, home economics and livestock rising. Primary school leavers from within immediate community are the trainees recruited to vocational training centers, more so, those who miss the secondary school intake for form one places. In most of these training centers, trainees take a period of two years to complete training especially those who train at the youth polytechnics. They train in vocational skills such as masonry, carpentry, metal work, plumbing and tailoring. Eraser Savas (1978) holds that the youth polytechnics must take initiative and develop good strategies and aggressive programs for their students that will alleviate the problems affecting people living in the neighborhood. While Kamunge Report of (1988) noted that the youth polytechnics (YPs)

are provided with basic facilities and equipment to enable them give quality training at artisan level; However, a study carried out by Owano (1988) on contribution of youth polytechnics found that these vocational training centers only cater for a very tiny fraction of the unemployed primary school leavers and he goes further to assert that a narrow spectrum of skills needed in the rural areas were being taught. The recommendation of Mungai Report of (1995) explains that there should be a close link or cohesion between youth polytechnics and jua-kali sectors for providing quality training to the latter in order to improve quality of products.

In his recommendations, Koech Commission (1999) strongly pointed out that vocational training centers be encouraged to offer courses according to the needs of their localities such as short tailoring courses for upgrading skills.

2.7 Modes of TVET curriculum delivery to determine the Competency levels of the skills acquired by the youth in relation to the labour market

2.7.1 The Conventional Approach of teaching in TVET System

The Education system in Kenya tends to be the traditional type which is defined by Posner (2004) as one whereby recitation, memorization, reading and lecturing is the norm. This greatly contributes to the plate of unemployment as individuals who possess vocational and technical skills or entrepreneurial skills are not favored, as these skills are meant to be applied and practiced as opposed to being memorized or recited. As a result, most young individuals in the education system end up emphasizing more on the traditional education and thus seeking white collar jobs. Bennell (1984) stipulates that it has been frequently argued that there was a strong “white-collar mentality” towards wage employment by the educated African during the late colonial period. The level of demand in the 1950s according to the labor department was that an African worker with any degree of skill seldom had difficulty in obtaining employment. For most employers, however, their perceived requirements for formally trained craftsmen remained minimal. Industrialists were mainly concerned with the resolution of such problems as competition and threats by other companies, increased tariff protection and therefore, even where companies were asked to elaborate explicitly on their manpower-development and training policies, for example in the application form for an industrial license, very few actually did so.

Bennell stipulates that it has been observed that in general, “the connection between technical education and industry in developing countries is very little; on the contrary from its inception, each of the industrial and educational systems has its own view on manpower systems; in that industry has little influence on the education of the manpower it needs and remaining outside the education system thus being a passive consumer of its products. Therefore, the unreformed education system continues to respond to social demands inherited from the colonial times rather than to industry’s requirements. At the UNESCO-UNEVOC Africa Regional Forum in September 2013, Dr Patrick Ngu’s keynote address lays emphasis on the need to equip young people with market-related skills which will not only enable them to be well-integrated but also competitive, as having basic education is not sufficient in the new global economy.

Robinson (2000) highlights that the current rate of globalization should influence curricula such that investing in skills development and education for the young people goes way beyond just increasing literacy levels to assuring multi-faceted transfer of knowledge and capacity building at higher levels, including TVET which will go a long way in preparing the youth for the evolving labour market. The enrolment figures for the degree courses showed that Kenya could not meet the high UNESCO targets set for middle Africa: two hundred scientists and 10-15 engineers per million inhabitants annually. The shortfall was explained by the need for the university to train students from neighboring territories and the difficulty of having crash programs at university level whereby it takes three years with little time devoted to practicals and workshop practice.

Nevertheless, within the formal education sector the Ministry of education has implemented many other reforms which could have substantial long-term effects. The primary schools are no exception. The 1974-78 Development plan states categorically that “curriculum reform will seek to make the primary schools work more relevant to the country’s needs” (GoK, 1974a: 411). This is in a bid to make the curriculum more practical than it was and to integrate educational and rural development as rural projects are intentionally labor intensive so they could employ those primary school leavers who could not find places in secondary schools. Within the secondary sector, the official policy from 1968 has been “a shifting emphasis in secondary education to secondary technical and vocational education as a major part of the diversification program” and in 1971 the three-year secondary vocational school course was increased to four (GoK, 1973). Due to government grants selected schools offered subjects in agriculture, commerce, and business

administration, as it was projected by 1978, seventy-four schools will have taught business administration.

The ultimate objective is a multi-stream comprehensive school system for the whole nation: each school should be capable of offering one practical subject in well-equipped laboratories or workshops, or two subjects if the school has boys and girls. Due to the complaint that secondary vocational and technical school curriculum was too academic particularly in the first two years and most students left without completing the course, and therefore the Ministry of education has not been responsible for training ‘finished products’, thus necessitating an important innovation in secondary schools; the introduction of industrial arts. The East African Examinations Council has set higher standards in their regulations and syllabus, 1974 for technical students sitting for their “O” level technical examination, following the recommendations of the ILO report.

Notably, the ILO Report to the Kenya Government on the development of Vocational training (Tolani, 1965) was the main inspiration for reforms outside the formal sector even though there was an increased enrolment, a change of curriculum, and aid to HISTS are developments within the formal educational sector. Two bodies were recommended by the ILO report: one was a National Council for Vocational Training (NCVT) with representatives from Government, industry and labor. The NCVT’s mandate was drafting syllabi which would be done by its trade committees. Due to the industry questioning of the caliber of graduates from technical institutions, the cooperation of industry was found necessary and the second recommended body was the Department of Industrial training institutes in Nairobi, Nyeri, and Kisumu and attached to existing trade and technical secondary schools.

There was a rewards system put in place in order to make the training of ‘marketable value’. In addition, the 1968 Industrial Training (Amendment) Bill began operating as the first small step in implementing the ILO recommendations, and by 1970 the bill reflected many of the ILO recommendations. There was also the formation of a tripartite National Vocational training council (NVTC), which later broadened to become the National Industrial and Vocational Training Council (NIVTC) for practical purposes, under the Directorate of Industrial Training (DIT) which was meant to consult with NVTC on the operation of a training levy. The ultimate objective of the new bill was to match the supply of technical personnel with an industry’s total manpower requirements, and also it was less restrictive than the 1968 bill as trainees could be sent abroad.

Unfortunately, by the year 1978 the annual budget allocation specifically for technical education dropped instead of rising as the Government program of “re-orientation towards science” and technology is an ambitious one requiring adequate finances so that there is full commitment towards technical education. In 1976 there was hope that the problem of coordination would be tackled shortly by the National Commission of Educational Objectives and Policies, with an avowed aim of giving science and technology high priority, and ever since, a great deal has been achieved in the field of technical education, although the following recommendations were made in 1971 such as the local technical staff at the Kenya Polytechnic were not as well paid as expatriates, yet it is well known that salary incentives are needed to attract locals to the teaching of technical subjects.

It was noted that one revolutionary change should come through curriculum as in the west, technical training is given mainly by industry and in the industrialized west whereby there are large firms that serve wide export markets and thus making it relatively easy for these firms to absorb apprentices for training, and eventually give them employment opportunities, the contrary is seen in developing countries where the absorption of apprentices in the modern sector is far more restricted and less than the supply of students from the formal educational sector. This means that the formal sector must consider a tripartite curriculum from the primary to tertiary institutions. This means that curriculum must be geared in having lesser years spent in general education and emphasis should be laid for primary students to attend short courses in science and technology, and the latter courses would be job-oriented and geared to the needs of the local community and labor market.

One should read S.G Shapovalenko’s “Poly Technical Education in the USSR” quoted in the Khotari, Report of the Indian Education commission, (1964); the upper primary school children are taught to make component parts for factories and farms in workshops and to perform elementary electrical repairs. Therefore, the village polytechnics should become an integral part of technical training as a major breakthrough in technical education in Kenya would come when the tertiary institutions initiate a program of seeing Kenyans go through the industrial revolution. The tertiary institutions must concentrate on this take off point for rapid industrialization as this technical know-how would generate increasing opportunities for technical graduates. Shiundu

(1989) says that education should be concerned primarily with the development of general background attitudes while increasing knowledge and skills in a particular field is training.

2.7.2 The CBET Approach of teaching in TVET

CBET is an industry and demand-driven, outcomes-based education and training programme based on industry generated standards (occupational standards). Such industry standards form the basis upon which programme/curriculum assessment and learning materials are designed and developed. Competence is the ability to carry out activities to the standards specified. This definition includes the requirements to process underpinning knowledge, attitude and values (affective) in order to carry out practical activities which are expressed as outcomes (outcomesbased paradigm). In different sectors of technical training institutions, application of Competency based education and training (CBET) is done, as well as competency assurance management system (CAMS) are put in place so as to give the performance of the trainees or craftsmen due attention. These systems ensure that the trainees are well trained, assessed, and verified to be competent at their locations of work and therefore the systems provide the necessary guidelines for management to set valid and reliable controls in place.

Engineer Moustafa Wahba defines Competency, which falls into two categories namely technical and behavioral, as the ability of an individual to use and apply as well as demonstrate a group of related skills so that one can successfully perform tasks and duties. This can not only be measured against well-accepted standards required in employment but can also be assessed against provided evidence at work location. A competency based TVET system combines different techniques so as to address the needs of various industry sectors, as well as ensuring competency-based training programmes are developed so that the trainees are efficiently trained and assessed and finally competency-based assessments are conducted. The key aspect of competency is that as long as an individual cannot apply his knowledge at work location, he is incompetent regardless of how much knowledge he has.

In many occupational areas employers felt that the newly qualified graduates did not meet the requirements of practice without further training and therefore, having Competence based standards responds to criticisms that education and training programmes were failing to meet the practical requirements of employment. Therefore, the change in competence approach is the movement towards defining what a student needs to learn so that he can meet the standards required

in a job. An occupational or education standard is the instrument developed to enable this change, and it elaborates the competence levels required to perform well and that description is used to develop a curriculum that is aligned to it. The following are the 4 levels used in the Scales of competency standards (levels):

LEVEL 1: AWARENESS (A)

LEVEL 2: KNOWLEDGE (K)

LEVEL 3: SKILL (S)

LEVEL 4: MASTERY (M)

Awareness is the ability to have some basic technical knowledge and basic technical skills that allow a trainee to work only under supervision. This can be facilitated by access to the technical training facilities and access to technical training. Knowledge increases with access to more equipment and practical learning which allows a trainee to work with guidelines without supervision due to increase in knowledge levels. Technical skills are acquired through CBET and competent trainees gradually take accountability for own work area and deal with a range of activities and tasks as they begin to take an external perspective and demonstrate competence to one another. Mastery of the technical skills entails practical application either in the industry or work area and having a broad long-term perspective of skills development.

Carnevale et al. (1990) concluded that educators need to link the teaching of academic subjects to real-world applications as employers are now concerned more than ever with locating and preparing good workers. The challenge that presents itself currently is increasing the access to higher education so as to cater for the increasingly high secondary school leavers who desire to pursue tertiary education; while maintaining quality education that is affordable and equitable (Kinyanjui, 2007).

2.8 Knowledge Gaps

Studies pertaining youth unemployment are not new, but addressing the current global youth unemployment crisis, more so the Kenyan one is needed urgently. The formal TVET system focuses on long-term courses emphasizing theoretical knowledge and limited exposure to the world of work. Graduates of formal TVET have difficulties in securing jobs. The system is broadly recognized as supply driven, underequipped, and under resourced. There is an absence of trained teachers, lack of emphasis on demonstration of skills, and limited linkages with employers and

industry. Current administrative rules and regulations in TTIs stifle forming of innovative partnerships with emerging market needs. Training centers offer more flexible and responsive short courses. Some high-quality NGO provision exists but requires ongoing support to sustain.

Industry initiatives in training, especially textile, show results indicating a willingness to contribute to building a quality skills development system. The large majority of employees appear to be ‘trained on the job’, especially in the informal sector workplace; and little information is available about this training. Therefore, the need to address knowledge gaps related to technical skills is there, and initiating research in these new areas of education such as CBET. Therefore, this study hopes to contribute the following findings that will enhance the general body of knowledge by:

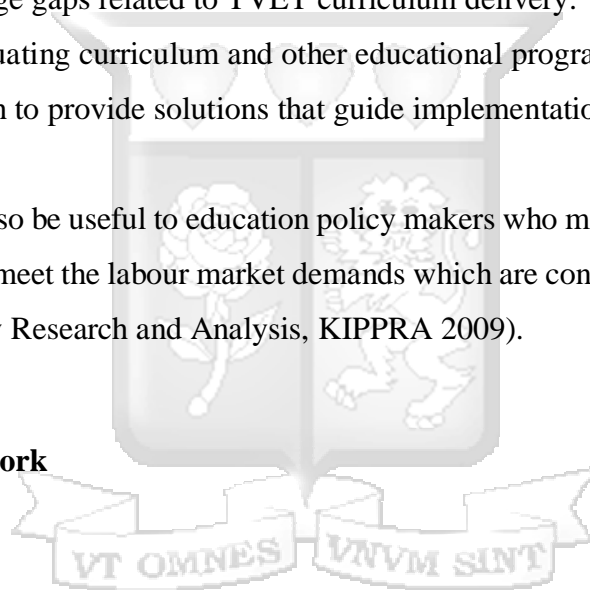
Addressing knowledge gaps related to TVET curriculum delivery.

Monitoring and evaluating curriculum and other educational programmes.

Carrying out research to provide solutions that guide implementation of CBET.

The study findings will also be useful to education policy makers who may recommend curriculum review regularly so as to meet the labour market demands which are continually changing. (Kenya Institute for Public Policy Research and Analysis, KIPPRA 2009).

2.9 Conceptual Framework



Independent Variable, IV

ACCESS TO TVET OPPORTUNITIES

- Cognition- Awareness
- Attitude -curiosity
- Exposure to labor market trends
- Choice of technical course
- Adequacy of facilities
Facilities
- Research Labs- Funding of TVET
- Government support-
Scholarships and apprenticeships
- TTIs management- Marketing & mgt practices being supportive or discriminative
- Equipment in workshops
- Possession of books and learning resources

Dependent Variable, DV

YOUTH EMPLOYABILITY

- Level of knowledge and skills acquisition.
- Gender- Technical courses “mindset” limits girls from jobs
- Occupation bias in job criteria- strength of a person
- Level of education reached.
- Experience

COMPETENCY OF TECHNICAL SKILLS DEVELOPED

- Mode of curriculum delivery
- Trainers knowledge levels
- Staff motivation
- Occupational standards set by the industry

RATE OF ABSORPTION BY THE LABOUR MARKET

- Mastery and application of technical skills
- Are there job opportunities for the youth?
- Economic performance of the nation.

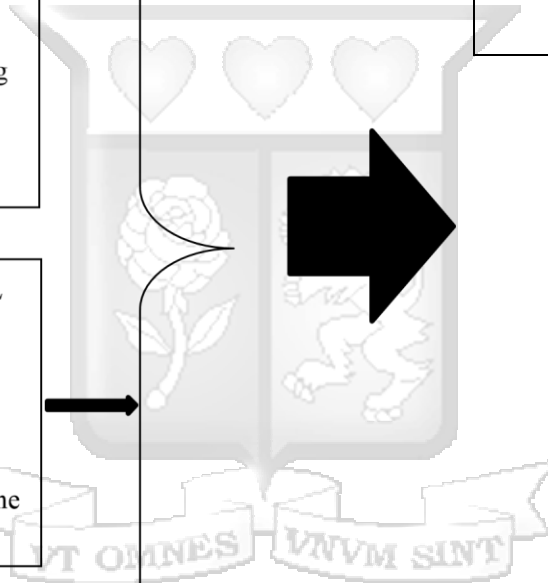


Figure 2.9: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the systematic research methods used in obtaining the results. The section depicts in detail the methodical research techniques utilized as part of acquiring the findings. The sampling design is clarified and the techniques for data collection are plainly expressed. The logical techniques are demonstrated to clearly show how scientific methods of inquiry were adhered to in this study.

3.2 Site of research and description

Nairobi County is one of the 47 counties of Kenya, as established in the year 2013 and is the most populous county in all the devolved forty-seven counties. It is also an urban area, and the capital city of Kenya. The total area of Nairobi is 696 km² and has a population of 3,375,000 people. The huge population in Nairobi has also led to many social amenities and infrastructure being put up so as to meet the demand of service delivery. The setting of the study was the accredited TVET institutions situated in Nairobi County. There are many schools, universities and technical training institutions situated within the County. It is along these lines that the County was better set to give data and an appropriate study area in connection to this study.

Therefore, the study results were generalized to other Counties since it would have been costly to study all the forty-seven (47) Counties in Kenya. The study setting was at two selected TVET Institutions namely; Technical University of Kenya (TUK) and Kenya Technical Trainers College (KTTC). The main reason for this choice was that one is a technical university, and the other a TTI so they greatly differ in intake requirements and capacity building levels. Whereas a university will only accept those who scored a mean grade of C+, TTIs are more welcoming to even those who attained grades below the C+, specifically grades C and C- in their secondary school national examination. This created diversity in the data that was collected. KTTC deals with training the trainees and those who transfer the skills later so their experience is also different and was worth understanding in my study.

3.3 Research design

Ogula (2005) portrays an exploration outline as an arrangement, structure and system of examination to acquire answers to research inquiries and control change. This study embraced an overview investigative plan, one that did not control factors or orchestrate occasions to happen (Orodho, 2003). This was utilized to investigate the influence of competency based training on the employability of the Kenyan youth. The research type that was used was an investigative research and descriptive study. Therefore, the research was in the non-experimental research design category.

3.4 Target Population

It is defined as all individuals within a certain population usually having a common, binding characteristic or trait. Nairobi County has a total of six Technical Training Institutions and colleges. Among these six institutions, two were selected for the study namely; Technical University of Kenya (TUK), and Kenya Technical Trainers College (KTTC). This is because in the six total TTIs, these were the only two who have both TVET curriculum delivery approaches namely, conventional approach and CBET Methodology. In the CBET curriculum delivery methodology, the two institutions have trained classes of thirty to fifty (30-50) students per cohort, whereas in the TVET conventional approach, each institution had a total number of approximately one thousand five hundred TVET students who graduated annually. In total both CBET and Non CBET graduate approximately two thousand youth annually. There are also approximately three hundred trainers in the institutions (300).

The industry is a key stakeholder in TVET and a few firms who mainly employ TVET graduates were also selected for the study namely; International firms such as Shacman Motors (E.A), Zhejiang Chenjian Construction Company, and AVIC International Project Engineering Company as well as local companies who employ TVET graduates such as Mantrac Kenya Limited, Centurion Systems, Kab Kam Enterprises Limited and Cytonn Limited. They provided the relevant informant that captured findings on employers from the labour market.

3.5 Study Sample

Sampling is the way of selecting a gathering of subjects for a study, and a sample is simply a subset of a population. This agent part of a populace is known as a specimen. As per Mugenda and Mugenda (2003) an agent test size ought to be at least 10% of the population. The population of

interest is usually too large or too scattered geographically to study directly. Therefore, due to the fact that there are very many Technical training institutions across the country, I drew a sample of a given size that enabled the estimation of the impact of the competency based training on the employment of the youth. A sample of students and trainers drawn from each TVET institution comprised the study sample frame; as well as the industry employers. From the total graduates from both CBET and non CBET programs, and their trainers, an aggregate of 229 study subjects formed the study test.

Thus, the research analysed the sample to make inferences and generalized findings about the TVET institutions countrywide. A non-probability sampling, namely stratified sampling was used initially to draw stratum based on the three categories of specimen needed to undertake the research namely; TVET Graduates, trainers and industry employers. Within the TVET graduates' stratum, the study subjects were chosen through snowball sampling. This is because most of the TVET graduates are not within campus anymore so reaching them was by referral from the few contacts of the graduates that were availed by the TTIs. Another reason for this choice was that collecting data is a costly and difficult undertaking and therefore a researcher might rely on readily available subjects as it might not have been possible to create an effective list of population members to draw from; so as to permit a random selection process.

For the other two stratum comprising trainers and employers, the researcher used random simple sampling to draw the study subjects within each stratum.

3.5.1 Sampling procedure

The sample of TVET students, trainers and employers comprised the study sample frame. An aggregate of 229 study subjects formed the study test and there were certain characteristics that were used to draw the sample. Based on the research objectives, there was need to divide the sample frame into strata based on the characteristics and traits of the population sample, specifically to three different categories of people namely; the TVET graduates, the TVET trainers and the industry employers. Within the TVET graduates' stratum, snow balling sampling was used as the TVET graduates had already left the TTIs so contacting them was based on reference from the few contacts that were availed by their various trainers. Then, the few contacts received provided the contacts of their fellow classmates and data was collected continually from them. For the other two strata, I used simple random sampling (SRS) to draw a sample from each stratum of

trainers and employers. Thus, the research analysed the sample to make inferences and generalize findings about the TVET institutions countrywide.

3.6 Data collection

3.6.1 Primary data

Primary data was collected for this study through a questionnaire. There was need to administer the questionnaire within each stratum so these were administered to TVET graduates, trainers and employers to collect information within a short time. This tool gathered students' demographics, social and training information. The research also saw whether people were aware of TVET providing vocational skills which are demanded in labour markets. Graduates' level of education of vocational skills was collected and the training duration and period used until completion of vocational skills was also addressed. This was done so as to understand how much time a young person uses to undergo the technical training, become employable and meet the labour market requirements.

3.6.2 Research Instrument

The primary instrument for gathering information was a questionnaire (Appendix I-III) that was administered to the study participants. The participants completed the questionnaire requiring 3060 minutes which was administered to selected and willing participants. The first part of each survey composed of the participant's background information, including questions concerning age, gender, educational background and TVET course details that were necessary to facilitate the adequate information needed to give conclusive remarks for the study objectives.

3.6.3 Data Collection Procedure

Information for this study was gathered through administration of the questionnaire. This type of questionnaire was designed specifically for a respondent to complete it without any intervention. The administration staff of the study population organized a convenient day and time when the researcher visited the institution to administer the questionnaires regularly. Each questionnaire was accompanied by the participants' consent form, which explained the purpose of the study and also the need for the respondents to participate and support the study. The questionnaires administered required 30-60 minutes for completion. The instrument for data collection was only administered to those selected to participate in the survey and those selected gave their written consent for

participation. Three questionnaires were used for the study, one for the TVET graduates and the other for trainers from the TTIs. The third questionnaire was administered to the industry employers.

3.7 Validity and Reliability

Quality is a measure of how much an exploration instrument yields reliable results or information after rehashed trials (Mugenda and Mugenda, 2003). To accomplish this target, all polls were screened for mistakes. The utilization of this system decreased the time required to figure an unwavering quality coefficient in different strategies. Its application was set to bring about a more moderate gauge of unwavering quality (Mugenda and Mugenda, 2003). A high coefficient would suggest that things corresponded exceedingly among themselves inferring consistency among the things the instrument was measuring.

Validity indicates how sound your research is. Validity in data collection means that that the researcher's findings truly depict what one is claiming to measure. Therefore, the validity of a research instrument is the degree to which it measures what it is supposed to measure and consequently permits appropriate interpretation of scores (Nachmias, C.F., & 25 Nachmias D., 1996). Before the administration of the research instruments to the sample population, I ensured research instruments were validated. A pilot test was carried out on a small number of respondents to detect any weakness in the research design. Then I reviewed and analysed the contents of the questionnaires schedules to ascertain that the instrument was suitable for the purpose for which it set and hence removed ambiguity. Piloting also assisted in determining the length of the time required for the administration of the questionnaire.

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To determine the accuracy of the instrument before the actual distribution of the questionnaire (Orodho, 2004) has recommended 1% of the entire sample size for pre-test purposes. To determine reliability, the split half method was used during piloting as it is a measure of internal consistency. The split half test method involved splitting the test into two, and both tests were given to one group of students at the same time and the scores from both parts of the test were correlated. The test questions were randomly divided into two parts; even questions vis-à-vis odd questions then each student was given scores for each half of the test and then the correlation coefficient for the two halves was found. A reliable

test will have high correlation, indicating that a student would perform equally well on both halves of the test.

3.8 Data Analysis

Information examination is the procedure of deliberately seeking and masterminding the crude information, with the point of expanding one's own particular comprehension of the information (Miles and Hoberman,1994) Unmistakable measurements were utilized as a part of the examination to give a synopsis of the comparable factors accomplished from the polls regulated. Spellbinding measures, recurrence dissemination tables and rates after information cleaning and arrangement was led. Furthermore, compressed and organized results were utilized for showing the discoveries. There are two prominent methods in data analysis namely; qualitative research and quantitative research. After collection of raw data, it was sorted, edited and organized in order to get rid of those questionnaires that were not filled properly. The Statistical Package for Social Scientists (SPSS) was used to define the different quantitative variables. These variables were defined in all items in the questionnaire.

Therefore, primary data was analysed by critically scrutinizing and identifying the common patterns within my responses so as to achieve my research aims and objectives. The data collected was analysed in the most logical and meaningful way and relevant comments made appropriately. The summarized data was used to describe key findings. Descriptive statistics were used in determining problems and challenges facing TVET students in getting employment and identifying the factors influencing vocational education students' in becoming employable. Likert scale was used to measure the attitudes of employers and TVET students on suitability of youth's employment. Descriptive statistics were analysed in frequencies, percentages mean and tables.

3.9 Ethical Considerations

Ritchie and Lewis (2004) outline that any discussion in initiating research has the potential of having ethical issues especially during gathering of information from human subjects. Therefore, as a researcher, great importance lied in protecting the rights of other persons involved. The fundamental moral contemplations were in regard to member's assent, responsibility for discoveries and secrecy. As a researcher who was seeking to solicit informed consent from a potential study subject, there were some basic elements that my request contained.

Firstly, I clearly told the study subjects the purpose of the study and informed them that as a subject, they had a right to end their participation at any time as it was voluntary. Secondly, the data that I was given by members was utilised for the sole motivation behind this study enquiry and therefore, the respondents' privacy was guaranteed and kept at all times; they were also made aware how long their time in the study would take. All my study subjects' participation was allowed only after giving written consent and there was no enticement of any sort that I gave in return to participating or finishing the study. The research went through consent from the selected technical training institutions as well as the Institutional Ethics Review Committee from Strathmore University.



CHAPTER FOUR

DATA ANALYSIS, RESEARCH FINDINGS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study and highlights the results of the findings as set out in the research methodology. The aim of the research was to “*investigate the influence of Competency based technical training on youth employability in Nairobi County, Kenya*”.

4.2 Demographic Data of the Respondents

Out of an overall target of 229 respondents, 172 were available for the survey, indicating a response rate of 75%. They comprised of TVET graduates (trainees), trainers and employers, within Nairobi County for the period between mid-January, 2017 to mid-May, 2018 who were either aware or not aware of the CBET program. The study was carried out in two TTIs in Nairobi County namely Kenya Technical Trainers College (KTTC) and the Technical University of Kenya (TUK) since they offer courses using both the CBET and non-CBET approaches of TVET curriculum delivery. We also interviewed 22 trainers from these two TTIs in addition to 30 employers and 122 trainees, adding up to 172 respondents. The response rate was adequate to give conclusive remarks for the study objectives. The researcher developed the demographical information of the respondents using three categories: Employers, Trainers and Trainees of TVET programs using either CBET or non-CBET methodology in curriculum delivery. About 78% of the respondents were trained or undertaking studies under Competency based Education and Training (CBET) compared to 22% of those interviewed who were enrolled in programs being delivered under the traditional approach. The mentioned sample population had specific traits such as age sets, nature of training pursued, either Competency based or conventional, company employers and other persons with technical-related positions in respective companies. The key characteristics under investigation enabled the researcher to determine the suitable information for the study objectives.

4.2.1 Demographic data of Employers

From the survey finding, 41% of the respondents were female compared to 59% who were male. The research further sought to find out the industrial related work experience of the TVET graduates' employers as this is also a measure of competence due to specialization. From the study, about 5% had below 2 years of industrial exposure; 12% had between 4-8 years and 83% above 8

years which can be interpreted to mean that their employers are key stakeholders who understand skills development and can also assist the youth to grow and become more competent. Also, 92% of the employers were grouped in the formal sector compared to 8% who were in the informal sector. Of their employees, about 87% were from the vocational training centers compared to 13% who were from non-TVET backgrounds. This can be interpreted as there is demand for youth with technical skills.

4.2.2 Demographic data of Trainers

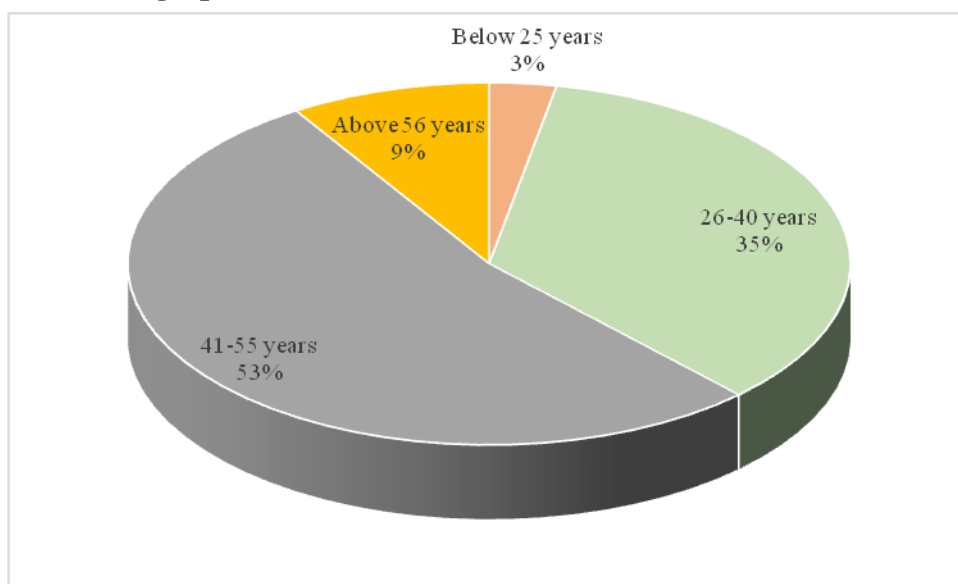


Figure 4.1 Age Distribution for CBET & Non-CBET trainers

Source: Survey data 2018

The study interviewed 65% male and 35% female spread across the two selected training institutions. In fact, 3% were below 25 years, 26-40 years were about 35%, 53% were aged 41-55 years and 9% were aged 56 years and above as shown in the figure above. The majority seem to be older and this can be interpreted as they have experience and understand the role of TVET well.

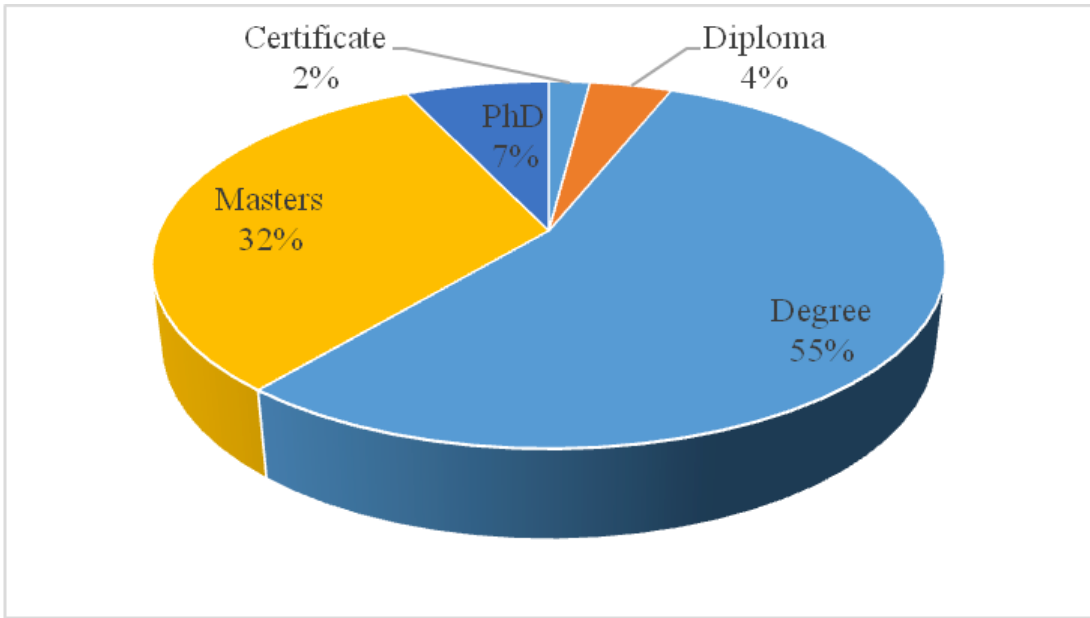


Figure 4.2 Level of professional Training for CBET & Non-CBET trainers

Also, 15 out of 22 of the Trainers interviewed were training CBET courses compared to 7 who taught courses using traditional approaches in the TTIs. Of this, 2% had certificate training, 4% had a diploma, 55% had a bachelor's degree, 32% were Master's degree graduates and 7% had attained PhDs to back-up their training as shown in the figure above. From the trainers' responses, 32% of them had professional training up to master's degree level compared to 7% with Doctorate degrees, 4% with diplomas and 55% had at least attained a bachelor's degree. This grants them the necessary theoretical knowledge as well as mastery of skills that ensures high competent levels adequate to deliver the CBET program to the current trainees' needs. In fact, 93% of the respondents believe that competency-based training was the most impactful training to the students compared to 7% who think the conventional approach of training is beneficial.

4.2.3 Demographic data of Trainees

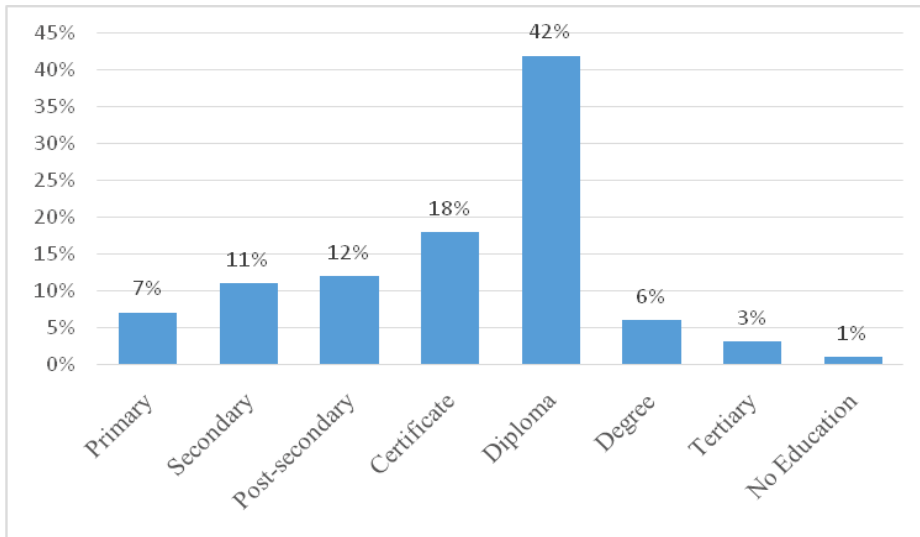


Figure 4.3 Level of education for CBET & Non-CBET trainees

Looking into the level of education attained, 42% of those interviewed were diploma holders and 18% were certificate holders compared to 1% who had no education at all. The implication is that the youth who pursue TVET are on the level of diploma and not like in the university whereby most youth get degrees, proving that there is indeed a negative attitude towards TVET. About 54% of the trainees interviewed were males compared to 46% who were females. 75% were aged 18-25 years, 26-35 years were 17% and 8% were aged above 35 years. Notably, about 60% of the respondents had taken less than 3 months to get new jobs as opposed to 20% who took 3-6 months, 15% within a year and 5% took over a year. This indicates the significance of the CBET methodology that facilitates employability and a faster rate of absorption by the industry greatly among young graduates.

4.3 Analysis according to the research objectives

This section discusses the findings from the data that was collected from trainers, trainees and employers through filling in questionnaires.

4.4 Objective 1: The level of access to technical training opportunities among the youth in Nairobi

The purpose of this section is to find out what defines access to technical training opportunities among the youth and the findings are in the sections that follow.

4.4.1 Choice of Technical course, Cognition and Attitude-Curiosity

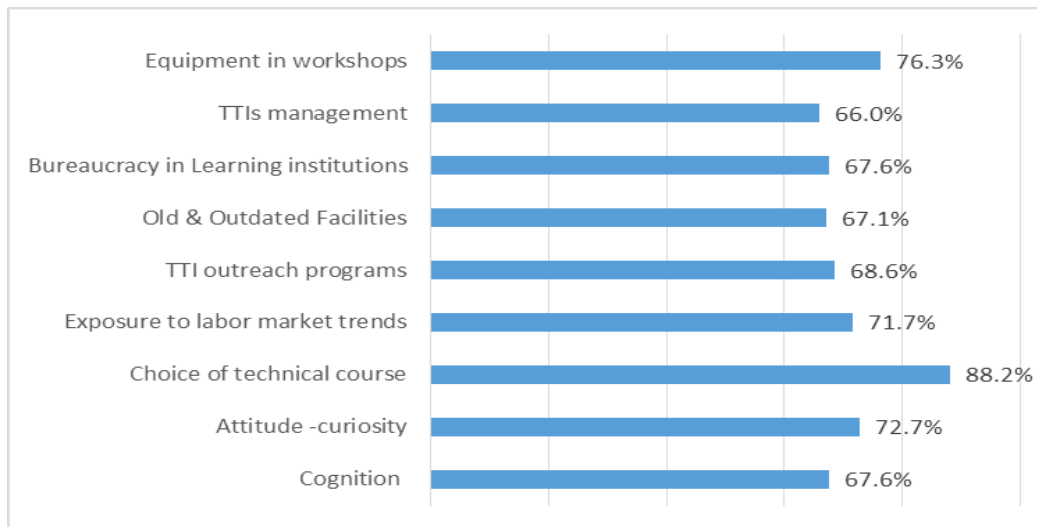


Figure 4.4 The average score for extent of awareness of TVET opportunities

It is important to note that trainees argue that while choosing their courses, the self-factor overrides the parental-guardian advice in ratio of 61% to 11% respectively. As shown in the figure above, most students, 88.2%, say that the choice of technical course was important in determining the extent of course awareness compared to attitude, 72.7% or even the TTI outreach programs at 68.6%. This implies that sensitization of the CBET program is key in enhancing its spread nationwide so as to solve unemployment among the youth. In terms of their cognition, most trainees were asked to state to what extent they were aware of the role of TVET and 67.6% stated very highly. This goes a long way to show that their attitude is positive towards skill development, and their high exposure to the labour market trends give significance to them being positively influenced towards pursuing TVET.

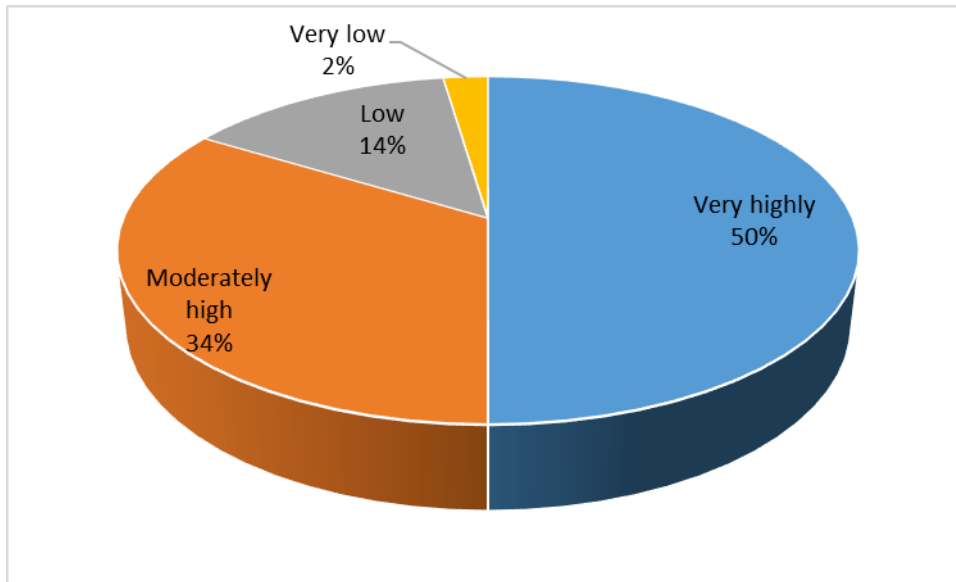


Figure 4.5 Access to Technical Training Facilities among TVET Trainees

Most trainees were asked to state to what extent they had access to technical training facilities available for their studying purposes, about 50% stated very highly, 34% said moderate, 14% low and 2% argued very low. Therefore, the study shows a high a possibility that the youth have adequate access to facilities but there seems to be other factors hindering their skills competencies. On inquiring how accessible the training facilities and adequacy of learning resources to the students in their institution was, about 81% of the trainers said it was very accessible, 12% gave a moderate ranking and about 7% argued that it was less accessible.

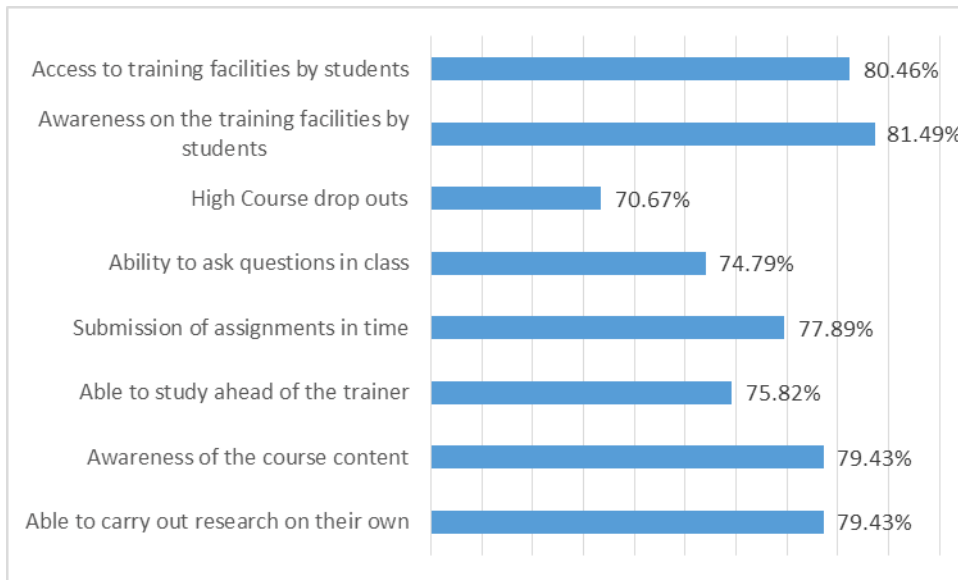


Figure 4.6 Mean rates for gauging student's level of curiosity and morale in the trainings offered

In addition, most trainers (12%) said that the attitude of the students towards the vocational training was very good, 68% good, moderate and poor 19% and 1% respectively. From the survey findings, it follows that accessibility of trainers and the attitude of the students towards TVET centers are crucial factors in ensuring success of the CBET program countrywide, which in turn will lead to higher employability rate among the youth. This was also reflective when gauging the student's level of curiosity and morale in the trainings offered. Their curiosity was high thus enabling to carry out research on their own compared to high course drop outs who rated at moderate level. 28% of the trainees cited that TTIs were critical when it comes to advising youth on taking the TVET courses. 57% think the training institutions are involved in assisting graduates to secure employment compared to the 43% who argued differently and did not share this view. Further, 80.5% of the trainees are curious about the access to training facilities while 70.7% are concerned on high course drop outs. It follows then that availability of training facilities at TTIs will affect youths' demand for the CBET courses in addition to number of those who complete as indicated above.

4.4.2 Exposure to labour market trends

On average, the trainees rated 71.7 per cent, which is moderately high exposure to the labour market trends. This directly corresponds with interest levels to pursue a specific technical course

as a result of being exposed to what the industry needs. Therefore, that exposure creates interest in the youth to choose a course and it is therefore easy to argue that if a young person would like to be a lathe operator, then they certainly have to enroll in a TTI and go for the technical training so as to get competent skills that enable them seek that specific job.

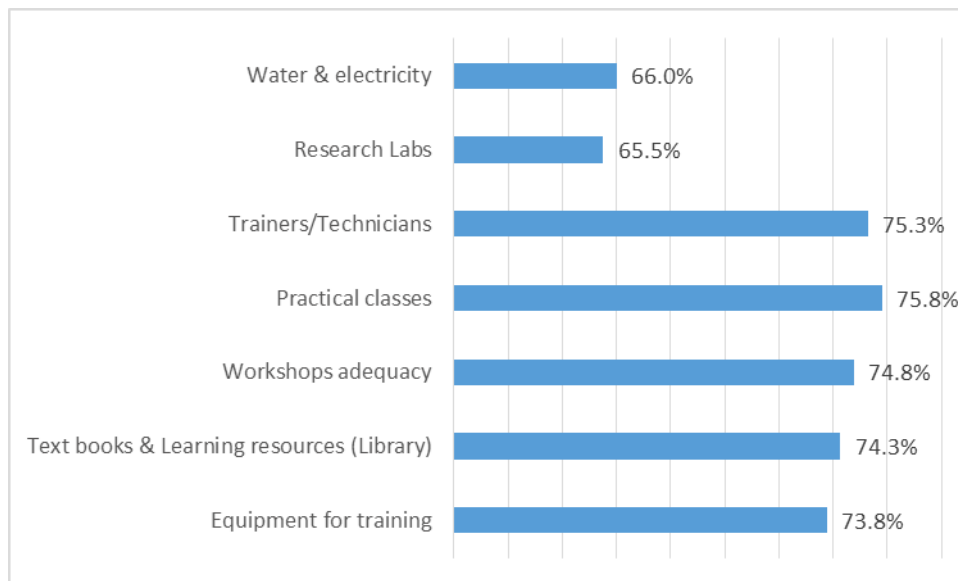


Figure 4.4 The average scores for extent of awareness of TVET opportunities

TVET graduates rated the access to training opportunities among the youth as adequate in terms of equipment for training opportunities, compared to the fair rating for research labs and access to water and electricity as indicated in the table above. Also, the level of awareness of the course content was a critical issue among trainees. Moreover, when asked on issue of practical classes, research labs and access to learning resources which facilitate them to meet the labour market's requirements, the following were the responses: 66% cited water & electricity, 65.5% research labs, 75.3% on trainers' availability while 75.8% on practical classes. Therefore, the awareness of these factors is thus crucial in enhancing TVET opportunities among youth to increase their employability.

As seen above, the trainees stated that access to the facilities as well as to the trainers and technicians was adequate, hence making them have a good experience in their respective TTIs as compared to very few who felt that there was inadequacy. This also greatly contributes to making them competent in the skills that they are pursuing as CBET is learner based and these two variables go a long way in increasing competencies in the skills acquired.

4.4.3 TTIs Management and hindrances to TVET opportunities

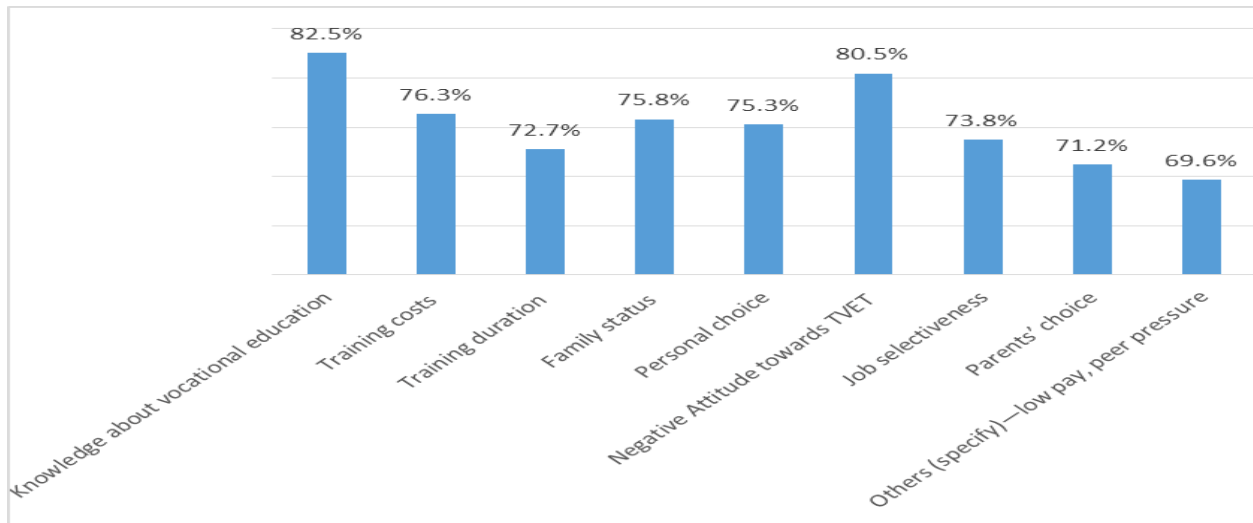


Figure 4.5 The average scores for factors hindering youth from joining TVET programs

From the figure above, the study revealed various aspects that hinder TVET opportunities among the youth. Key among them was knowledge about vocational education at 82.5%, negative attitude towards TVET at 80.5%, training costs at 76.3% among others. It is therefore important to note that creating awareness about CBET in addition to portraying a good image about it; as well as enhancing Government support for needy students will see many youths go for CBET programs. This in turn will lead to high chances for employability among the youth. Additionally, trainees were asked to rate factors that hinder youth from joining TVET programs, and most of them cited knowledge about vocational education and negative attitude towards TVET as the main hindrances, followed closely by training costs, family status and personal choice in addition to job selectiveness. However, training duration was a moderate factor, as trainees felt that if the program was market-oriented then, spending more time studying was beneficial than non-market driven programs.

The survey also sought to understand the level of support by the management in the respective TTIs to ensure students' academic needs were met. 17% of the respondents cited that the institution's support towards access to TVET opportunities was highly supportive while 65% said it was supportive compared to 11% who said it was fairly supportive and 7% thought it was

unsupportive. For the two TTIs that the study was undertaken in, the management of the school goes a long way to advertise the institution very well, thus making young people know about TVET widely. It is evident that most respondents noted that knowledge about vocational education among the youth is low and the negative attitude towards TVET as discussed in the literature review.

4.5 Objective 2: Competency levels of the technical skills acquired by the youth in relation to meeting the labour market requirements

The purpose of this section is to find out what determines competency levels of the technical skills acquired by the youth in relation to meeting the labour market requirements, and the findings are in the sections that follow.

4.5.1 Mode of Curriculum Delivery among TTIs

When the respondents were asked to state the current mode of curriculum delivery, about 63% of the trainers mentioned they had adopted Competency Based Education & Training as their TVET Curriculum delivery approach used to teach the technical course. This was slightly lower among 37% of the respondents who cited the traditional approach as their mode for Curriculum delivery of the technical course they were training. In fact, when asked which specific techniques were in use to ensure a student becomes competent in a specific technical skill, most of the trainers cited the CBET approach. They argued that the method incorporates the industry's occupational standards thus making it learner based, its demonstration methods, participatory approaches, workshop and field-based practical learning as well as a blended kind of training builds competencies in various skills among the youth who undergo this training. In addition, some of the trainers were industry experts who also formed external assessors to other TTIs. When asked further which subjects they were offering and which they felt was on demand, the majority of respondents cited the following:

- Welding, workshop technology, mechanics of machines
- Civil engineering units
- Aspects of Plaster
- Building Technology: Structural Design
- Technical drawing and lathe operations
- Automotive Engineering
- Electrical, Electronics and Mechatronics Engineering

- Workshop Processes, Workshop organization and Management, Materials and Metallurgy, Mechanical science
- Control systems & Instrumentation, power transmission etc.
- Electrical and electronics
- Lathe machine operation and Lathe operator and,
- Vehicle bodywork, driver instructor training

4.5.2 Trainers Level of Knowledge

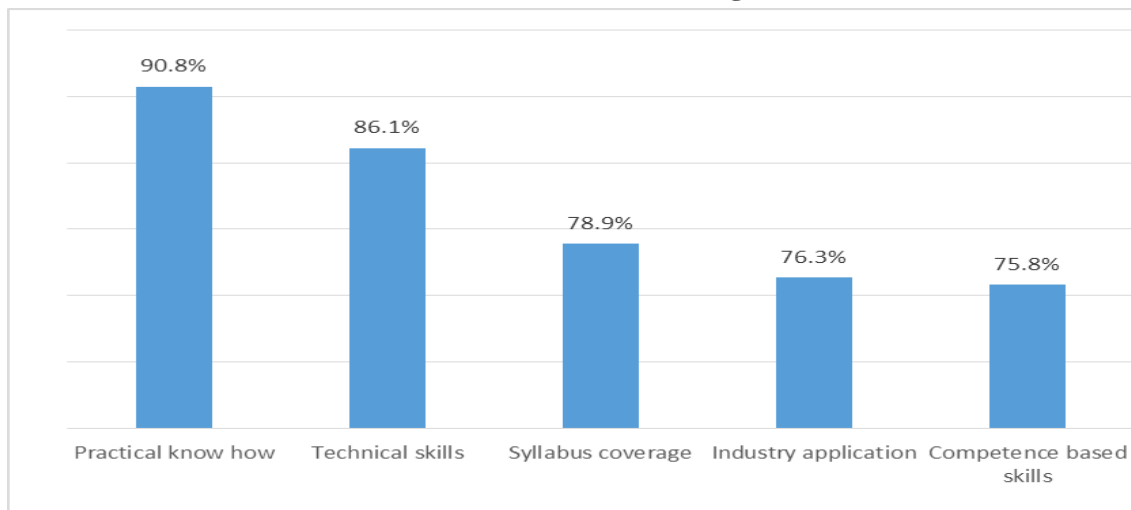


Figure 4.6: The average score for level of knowledge for TVET-CBET Trainees

When asked to rate the level of knowledge on several indicators, most graduates, 82%, from the CBET program agreed they have very good practical know-how of the course they are undertaking compared to non-CBET program graduates who scored fairly at 45%. Other variables are shown in figure 4.9 for CBET programs and figure 4.10 for non-CBET courses. On the other hand, the non-CBET trainees seem to have poor scores on average when it comes to competency based skills, 43%, industry application at 40% and the general technical skills at 51%, contrary to the CBET trainee's scores which stood at average margin of +30%. Therefore, such a huge margin of 37% shows the practicality of the CBET course in ensuring increased employability among the youth.

When asked to rate the level of knowledge on several indicators, most graduates from the CBET program agreed they have very good practical know-how of the course they are undertaking compared to non-CBET program graduates who scored fairly. On the other hand, from the table

below, the non-CBET trainees seem to have poor scores on average when it comes to competency based skills, industry application and the general technical skills, contrary to the CBET trainee's scores.

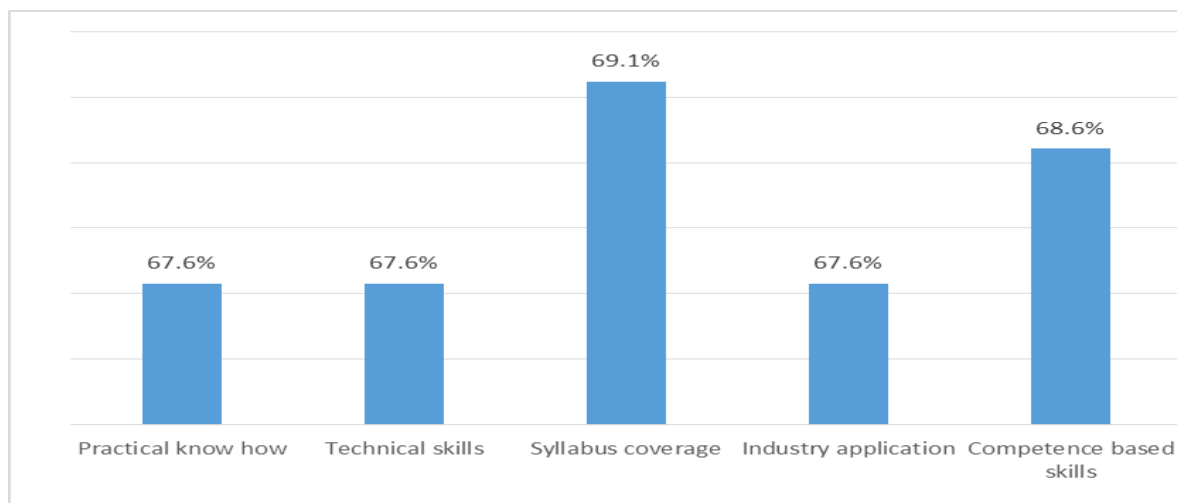


Figure 4.7 The average score for level of knowledge for TVET- Non-CBET Trainees

The survey therefore shows that this attitude towards the CBET program is crucial when determining if TTIs can fully adopt the competency based training or not. It is apparent that the staff energy, staff development and staff morale affect the students' attitude towards the course they are enrolled. Consequently, having trainers who have a positive attitude about CBET also improved the enrollment in this program. The competency of the trainer is crucial in delivering any set curriculum in an educational system. This was evident as shown by 51% of the TVET graduates who argued that their trainer's training skills, knowledge and communication abilities were excellent compared to 35%, 13% and 1% who rated the trainer's competency at very good, fair and poor respectively.

When asked additionally what they used to measure the level of competency in technical skills, most of the respondents cited continuous assessments based on CBET: examinations and surveys during the training, continuous assessments done to evaluate the students on their performance as well as ensuring the trainees are attached to relevant industries for exposure. Moreover, when asked how they perceive Competency based Education and Training, 61% thought it as an excellent program, 33% as a good program and 6% rated it as fair. This attitude towards the CBET program is crucial when determining if TTIs can fully adopt the competency based training or not. Lastly,

the competency of technical skills developed greatly affects the duration it takes for one to gain access to employment opportunities and this is well illustrated in sections below. It is imperative to appreciate that one's competency is dependent on where he or she was or is trained in (Kennerly, 2001).

4.6 Objective 3: The relationship between the mode of curriculum delivery and employability

The intention of this section is to find out the relationship between competency based training and youth employability of TVET graduates and the findings are in the sections that follow.

4.6.1 The Mastery and Application of Technical Skills

The study sought to establish the relationship between the mode of TVET curriculum delivery and employability of TVET graduates among the youth in Nairobi. This was one of the key study objectives as highlighted in chapter one. From the survey findings, mastery and application of technical skills is an avenue that cannot go unmentioned. It is worth noting that graduates from the CBET programs had very good experiences as employees in terms of performance on the job compared to non-CBET graduates. Also, the CBET graduates had improved their ability to manage practical assignments, ability to use appropriate working techniques compared to the latter group as indicated below;

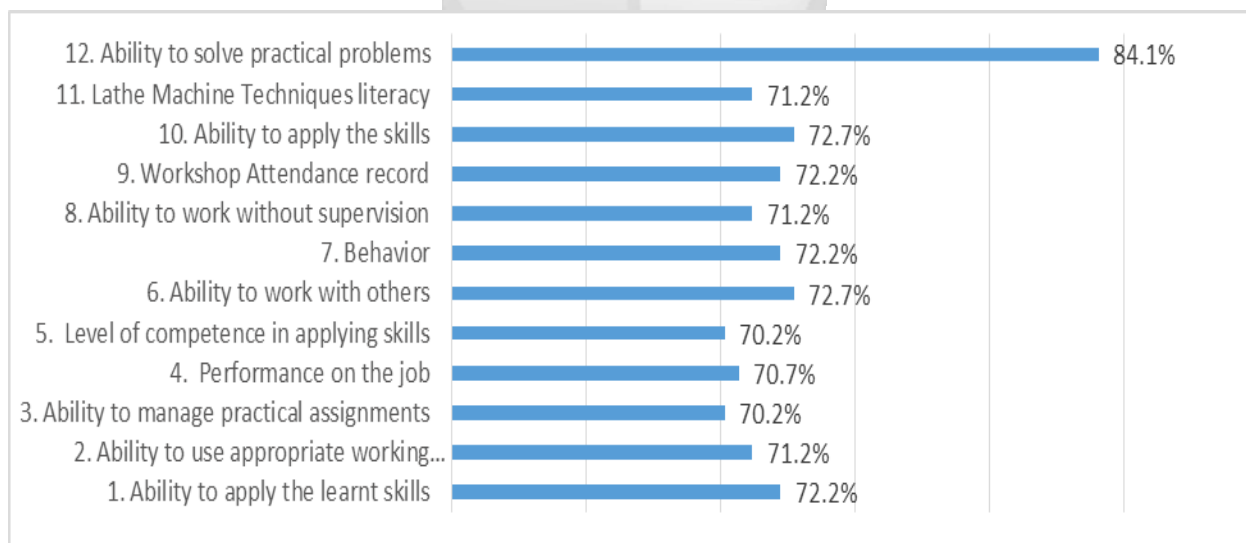


Figure 4.8 Average scores for CBET graduate experience as employees

From the survey findings, mastery and application of technical skills is an avenue that cannot go unmentioned. It is worth noting that graduates from the CBET programs had very good experiences

as employees in terms of performance on the job at 87% compared to non-CBET graduates at 56.5%. Also, the CBET graduates had improved their ability to manage practical assignments at 87%, ability to use appropriate working techniques at 87.1% compared to the latter group as indicated.

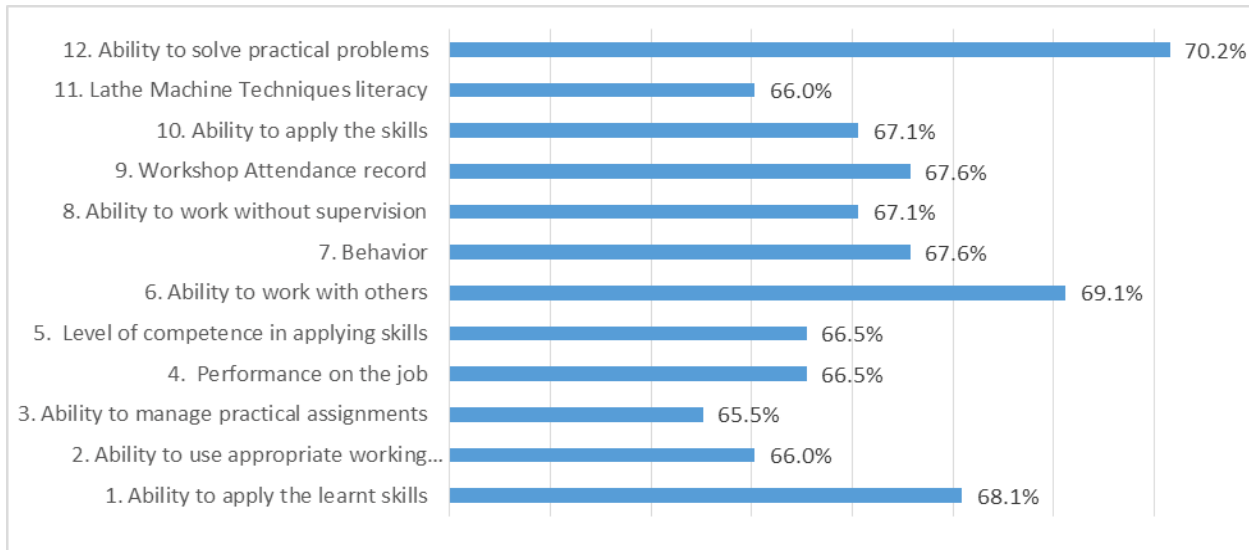


Figure 4.9 Average scores for non-CBET graduate experience as employees

On the other side, non-CBET graduates cited a satisfactory score on average, for their experience as employees when it came to applying the skills learned and using the appropriate techniques in a working environment. They had a satisfactory mark when it came to performance on the job. Similar experience was witnessed among the graduates when it came to working without supervision, solving practical problems as well as applying the relevant skills at work.

From the above figures, it follows that CBET programs produce competent, practical-oriented and resulted-oriented learners ready for the labour market as opposed to non-CBET programs which had least scores in ability to apply learnt skills, 58.1% and on assessment of job at 56.5%. Therefore, promoting CBET programs means enhancing youth employability skills in the long run.

4.6.2 The CBET and Non-CBET curriculum delivery versus Youth Employability

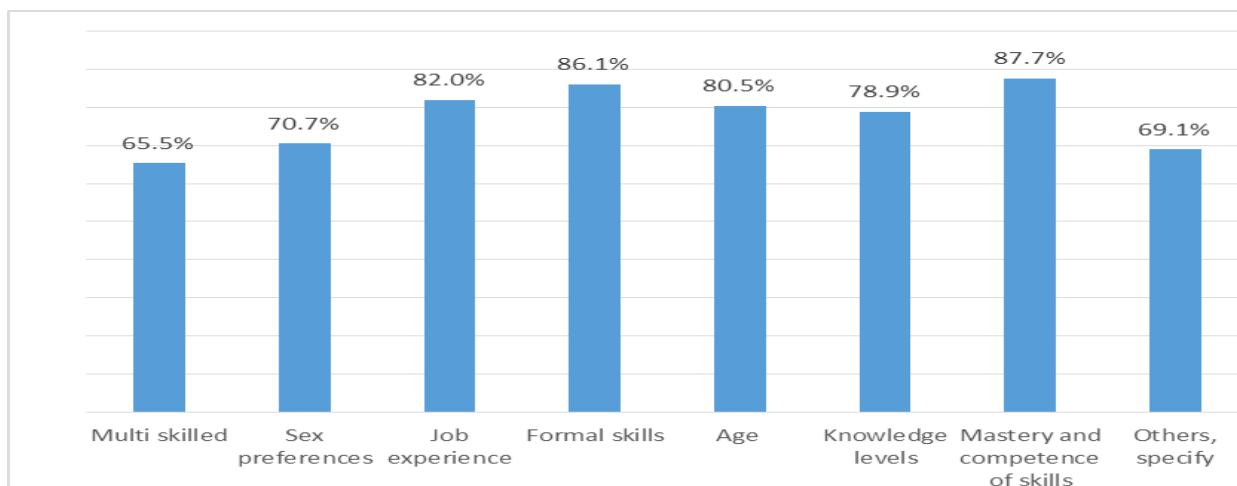


Figure 4.10 Mean scores for formal employer's preference in TVET graduates

Moreover, other factors are mentioned in the study that determines what the formal employers prefer in vocational training of graduates. Job experience came in handy at 82%, multi-skills at 65.5% as well as mastery and competence of skills at 87.7%, and formal skills at 86.1%, and age at 80.5% among others. These factors are the key components of CBET programs that employers sought in TVET graduates as shown in the table. The above preferences by employers determined if the TVET graduate was immediately absorbed into the economy for work or took some time. The study therefore sought to find the duration it took and hence the current size of the graduate employed in the selected companies. In summary, CBET program generated more employable youths as compared to non-CBET programs as the key preferences by employers are the components for the CBET program.

To show a significant relationship between the mode of curriculum delivery and employability among the youth in Nairobi, there is need to illustrate the level of knowledge and skills acquired, current occupation of the graduate; duration it takes to get employment among other factors. When asked how readily they will be absorbed by the industry after graduating, 49% of the CBET graduates said excellent, 32% said very well, 11% were of moderate views and 8% said it was poor. The scores were slightly lower compared to non-CBET graduates who felt less competent after school. From the survey findings, 65% of the CBET graduate found employment or were self-employed within 3 months of their graduating, 20% within 3-6 months, 10% within 1 year and 5% took over 1 year. On the other hand, 20% of the non-CBET graduates took less than 3 months

to get employed or create work, 17% took 3-6 months, 38% within 1 year while about 25% of them took over a year to be engaged in economic activities.

This clearly indicates that CBET programs were on higher demand as opposed to non-CBET programs which had less demand. Moreover, other factors are mentioned in the study that determine what the formal employers prefer in vocational training of graduates. Job experience came in handy, as well as mastery and competence of skills, the key components of CBET programs, that employers sought in TVET graduates as shown above. The above preferences by employers determined if the TVET graduate was immediately absorbed into the economy for work or took some time. The study therefore sought to find the duration it took and hence the current size of the graduate employed in the selected companies. From the findings, 83% of the respondents thought that TVET graduates become more employable after the CBET program compared to 13% who stated no and 14% who were not sure comparably, 67% think non-CBET graduates become employable, while 35 were against the opinion and 8% were not sure.

The study therefore shows that non-CBET graduates were less demanded by the employers compared to CBET graduates in the same year of study. Hence, training youth under CBET program would make them more employable.

This accounted for 92% of the respondents who believe that the training institutions offer courses of occupation-specific skills to ensure qualifications are transferable between employees in a given field. On the other hand, the study sought to establish a statistical relationship between mode of curriculum delivery and employability among the youth, and the results are shown below. From the regression, the following table 4.3 is obtained.

		Employability
Employability	Pearson Correlation	1
	Sig. (2-tailed)	-
CBET	Pearson Correlation	.443**
	Sig. (2-tailed)	.000
Non-CBET	Pearson Correlation	-.250*
	Sig. (2-tailed)	.034

Table 4.1 ANOVA Table-The correlation between mode of delivery and employability among the youth

Key:

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

The ANOVA table above shows that the Pearson correlation coefficient, $r = -.250$ for non-CBET meaning a negative correlation while $r = .443$ for CBET programs which is a positive correlation. This depicts that there exists a strong relationship between the variables that are high for employability and CBET program ($r = 0.443$) and slightly moderate for employability and nonCBET program ($r = -0.25$). Therefore, there is a slightly strong linear correlation between CBET approach and employability, indicating CBET based program leads to increased chances of youth being employed. Finally, most respondents argue that key stakeholders should take some initiatives in enhancing employability through competency based training. They argue of a number of factors that would see this as a success. Such as empowering youth with technical skills, financial support for studies or through providing them with required machines/equipment to be self-employed hence creating more jobs for others. In addition, it exposes the youth to the market before graduation, offering guidance on informed career selection to students among other factors.

4.6.3 Linking Skills Acquisition and market demands

When asked how they tie skills acquisition to current and expected demands of the industry during training, the trainers stated the following reasons:

- In CBET, the industry is involved in the formulation of curricula by providing occupational standards that TTIs use to impart the skills.
- Collaboration with both parties thus making their approach more learner based.
- Ensuring practicing of the learnt skills by going to industry even during school work.
- Continual review of curricula with the input of industry players and other regulatory bodies such as CDACC.

- Offering more industry demanded courses and since most of the trainers are industrial experts, they are able to evaluate which courses are on demand.
- Collaboration with industry on content development, industrial attachment and industrial field visits.
- Ensuring that the students are aware of the market in which they are training for and also requesting them to do more research in the market to stay up to date with the labour market demands.
- Ensuring what is being taught in class matches the expected demands of the market.
- Provision of appropriate practical, industrial attachments and field trips.
- Ensuring accuracy standards are maintained together with the soft skills in the learners.
- Ensuring that skills taught must be relevant to the industry.
- Keeping a cordial partnership with the relevant industry, so as to keep the TVET training up to date as possible, thus periodic review of the program is essential.

4.7 Chapter Summary

This chapter has presented in-depth data analysis, and key findings as collected from the field as per the stated research objectives in chapter two. These findings were aligned in thematic areas to ensure adequate capture of response for exhaustive illustration of the study objectives. Chapter 4 also covered intensively, competency based training and methodology in curriculum delivery, and TVET opportunities as well as the relationship between the employability and program course.



CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was intended to investigate the influence of Competency based delivery approaches in TVET Institutions on youth employability in Nairobi County, Kenya. Chapter five presents the summary and discussion of findings, conclusions and draws recommendations from the relevant data findings. All this had been geared towards realizing the study objectives.

The study had three key objectives namely;

- i). To determine the level of access to technical training opportunities among the youth in technical training institutions.
- ii). To determine competency levels of the technical skills acquired by the youth in relation to meeting the labour market requirements.
- iii). To analyze the relationship between the mode of curriculum delivery and employability of TVET graduates in technical training institutions.

Moreover, the study sought to explore youth employability in Nairobi. The online questionnaires submitted and key interviews done were able to collect data on rate of absorption for CBET and non-CBET graduates in the labour market, challenges of accessing the TVET opportunities as well as the attitude of employers to the trainees from these institutions. The study shows a strong relationship between competency-based training and youth employability in Nairobi as opposed to conventional courses which were non-market driven.

5.2 Summary of the findings

According to the findings, the mode of curriculum delivery for CBET approach is quite unique, being learner-based compared to that of conventional traditional approach which is less marketdriven and does not work to meet the occupational standards from the industry. The study further established that learners from CBET programs performed better at the workplace as they had key and necessary skills and experience as opposed to traditional cohorts who had little exposure to the labour market. In the world of CBET training, the emphasis on learners acquiring

knowledge, skills and the right attitude for the job market makes it competitive and attractive. The CBET method and curriculum development is based on industry occupational standards that give the student an upper hand in being employed faster as they are deemed as being more competent in a specific skill.

It seems that the traditional approach is a generic training with little impact on the students' employability as it is based on proper performance and has little regard for competency in skills. This makes the student focus on theory but have little or no practical skills to apply in the industry as needed by the labour market, making it very hard to find employment in the long run. From the study, majority of the trainers used various methods to measure competency levels in technical skills among trainees. Some of them include; continuous assessments, practical tasks, performance procedures and examination, and surveys during the training sessions. Furthermore, the CBET-based TVET employed specific teaching techniques to ensure a student becomes competent in a specific technical skill and this included demonstration methods, participatory approaches to get the students views, use of models through workshops and field based practical classes, practical demonstrations and use of pin boards meant to produce theory-practice blended kind of training. This was seldom witnessed among the non-CBET programs.

Conversely, access to TVET opportunities among the youth was a major study objective in the research. The study establishes that attitude was a factor in accessing these opportunities. Indeed, employers highly regarded CBET graduates as opposed to traditional approach trainees as their attitude towards tasks assigned was good for CBET trainees and moderate for the non-CBET trainees. This translated to satisfaction of the work done by CBET programs' cohorts. Moreover, trainees perceive mentors and role models as critical when it comes to choosing career paths, an aspect that is highly incorporated within the non-traditional method of learning. Also, the study augments that the training costs, knowledge about vocational education, job selectiveness and negative attitude towards TVET hindered access to training opportunities. It therefore argues that sensitization of the CBET program, government support, stakeholder engagements, and learner participation were significant in implementing CBET program.

In summary, the study shows there exists a strong relationship between the mode of curriculum delivery and employability among the youth in Nairobi. This is attributed to CBET graduates who

were highly absorbed into the labour market compared to non-CBET graduates who were less recommended for jobs as shown by the responses from the employers and trainers.

5.3 Discussion of the findings

5.3.1 Access to TVET opportunities among the Youth

The study results agree with the Kenya National Bureau of Statistics data of 2017, as it clearly emerges that there is need to support young people in creating their own employment opportunities; be it formal or formal by teaching them key entrepreneurial skills, values and personal attributes which can be achieved via CBET programs. This in turn will improve their potential and capacity hence making them competent enough to handle any work given. In fact, these non-CBET programs trainees scored dismally in terms of ability to apply skills at work which in turn hinder their access to TVET opportunities, but this was not the case with CBET graduates who were assertive enough. Trainees at CBET programs experienced high support in attaining their career goals as shown by their employer's satisfaction on their work quality and attitude at workplace.

5.3.2 Competency of Technical Skills Developed

The survey attests that CBET training improves competency levels of youth compared to traditional/conventional approach which is deemed as not being able to improve the competency of skills acquired by youth and thus not consummate to the industry's requirements. In addition, trainers' knowledge levels were higher in CBET as opposed to traditional approaches. The traditional approach trainees stated that their transferable skills at the work place were not good as their training which was more theoretical hence making them less competent. Similar views are also shared with Amimo (2012) who attributes the biggest challenge to graduate employability in Kenya to "today's pedagogical practices at our universities which she observes are short of these much-needed skills".

In addition, the Brookings Institute survey of 2017 shows that youth employment in Kenya is mostly hampered by poor job performance of the current graduates, this in turn makes the employers reluctant in taking them into new roles. These sentiments by the Brookings Institute are a true reflection of the survey results. The study further points that CBET programs produce

competent TVET graduates with technical skills that are highly demanded by the labour market as opposed to traditional program graduates in same level of training.

5.3.3 Relationship between the Mode of Curriculum Delivery and Employability

From the findings, we can notice that CBET mode of curriculum delivery is practical and industrial-led thus increasing chances of their graduates getting employed or work. It is in fact well defined where learners use real demonstration and experiential training specs to be able to grasp their studies. Indeed, in skills molding in a specific environment, the various aspects of performance need to be defined, demonstrated, and comprehended (Jonassen, 1994). In addition, CBET graduates were more competent compared to non-CBET graduates. This is attributed to their job performance and their ability to deliver desired results at their work place compared to non-CBET graduates. This translated to more of these graduates getting employed faster or being self-employed easily unlike the traditional approach graduates. This shows how technical training can be tailored in CBET so as to equip the students with market-required skills so as to curb youth unemployment.

Employability is also measured by the rate of absorption into the labour market. From the study findings, it takes longer for non-CBET graduates to get employed or start income generating projects compared to CBET graduates who took a shorter duration. This confirms that the rate of absorption is higher in non-traditional programs compared to traditional approaches courses. Therefore, the mode of curriculum delivery has a significant impact on youth employability as depicted by the study findings. In fact, this is supported by the findings which show that most employers prefer CBET graduates, unlike the other non-CBET graduates. Regarding jobs, as shown by the study, Kenya's economy has not been able to provide its young generation with adequate jobs, hence "the majority of the youth in Kenya are still under- or unemployed, and vulnerable" (Sikenyi, 2017). Further, youth employability was mostly hindered by several factors. One of the key factors is that the cost of training market-driven courses was high. This is supported by the findings of the World Bank lead economist for Kenya, Apurva Sanghi (2016) who argues that Kenya should inject financial resources to develop its human capital in order to boost productivity, aside from the government providing a conducive business climate for private companies to thrive and create jobs.

The study shows that *“Even though the Kenyan economy may have realised net employment creation (after taking into account the new jobs and job churning) over time, the rate at which the net jobs were created was almost the same as the rate of labour force growth. This effectively meant that more job seekers, both the new labour market entrants and those out of employment through the various labour separation mechanisms, ordinarily remained out of employment for a longer period hence swelling the ranks of the discouraged job seekers.”* (Omolo 2012)

Lastly, the KNBS (2015) survey concurs with the study findings. It goes ahead and states that the positive economic development in Kenya is not reflected in the employment rates of Kenya’s population due to the fact it takes longer to have youth graduates absorbed into the labour market. In fact, the author argues that there has been a moderate decline in employment opportunities among the youth as they are not competent enough.

From the above suggestions, the study reveals that there exists a gap in the current curriculum delivery which mainly uses the traditional approach of training in most of the TVET institutions in Kenya, and thus affecting employability of the youth. This gap can easily be filled by the introduction of competency-based training. This study informs that CBET learning methodology is both learner-based and market-skills driven. This ensures that the employability of youth can be enhanced in the medium-to-long term. Moreover, fewer than 5 per cent of Kenyan youth enroll at university, while TVET courses – which could link up well to the existing labour market – are perceived as less prestigious and suffer from outdated curricula and limited resources (Samuel Hall 2015). In summary, the skill-sets and aspirations of Kenya’s young generation are often disconnected from the realities and demands of the actual labour market (Ndayambaje et al 2016; Odero et al 2017; Sikenyi 2017). For instance, 11 per cent of youth aspire to work in agriculture despite the sector’s huge capacity for employment (Awiti & Scott 2016). Indeed, employment growth in the last few years has largely benefitted the older segments of the labour force, who have more experience and contacts (Escudero & López Mourelo, 2013).

5.4 Conclusions

The study concludes that CBET programs immensely increased the employability aspects among the youth compared to the conventional approach of training. The study observes that those trainees and graduates who underwent the CBET programs were very competent at their workplace and performed better in contrast to traditional approach graduates who were deemed not adequate

enough when it came to delivery of job tasks and performance objectives. The study also established that TVET institutions that were offering CBET programs had highly qualified and well-skilled staff who ensured that the learners training was delivered as per the market expectations compared to what traditional approaches, in addition to ensuring that their learning experience was unique due to blending of training and industrial attachments and research labs activities.

The study resolves that access to TVET opportunities had challenges among them; training costs, outdated labs for practicum, limited knowledge about the course and negative attitude. For this reason, availing of training scholarships, upgrading of research labs, sensitization of CBET programs among learners and propagating good attitude about the CBET program would see more youth enrolled for the program thus more employment opportunities. The study therefore concludes that the key stakeholders in education and training sectors as well as the industry players should plan and fully adopt the competency-based training to increase employability among the youth. In the long run this will create a pool of market-driven skills that may lead to a decrease in unemployment rates among the youth in Kenya.

5.5 Recommendations

The study established that skills obtained from CBET driven technical courses provided the youth with more competencies in comparison to traditional-approach courses. This in turn led to less demand for non-CBET graduates who took a longer time to be absorbed into the labour market as opposed to CBET graduates who were absorbed in a shorter time span. The unique characteristics of the CBET program which involved high practicality of the skills that center around learners needs that targeted to improve their performance at their job or workplace was thus very important in reducing unemployment among the youth. When the study respondents were asked to suggest ways in which key stakeholders can address the issue of youth unemployment, the following were captured:

Incentives should be given to the informal sector to train the youth, revamp institutions such as the National Youth Service in such a way that all NYS centers become vocational centers of excellence offering TVET at subsidized rates for the youth. The Government needs to invest in training the youth to specifically meeting the relevant industrial standards. The Government needs to put more

effort towards eliminating the barriers that hinder youth from being employed, i.e. work experience, nepotism, tribalism, gender bias and politics such as being ‘connected’ to employers. In addition, practice of the skills learnt among the learners should be enhanced. This exposes the youth to the market before graduation and greatly elevates their competency levels. Furthermore, there should be more startup funding allocated by Ministry of Youth in Kenya to support self-employment as the labour market gets saturated from time to time. Since Education and the youth are a communal issue, it needs stakeholder engagement from both public and private sector. Harmonious coordination of all education agencies is crucial in obtaining the goal of enhancing youth employability. The agencies should also facilitate guidance on informed career selection and creating awareness about the role of TVET. They should also create avenues for the establishment of more cottage industries and value addition of the products produced which can be spearheaded by the youth who are deemed as being innovative. Empowering youth with the required machines/equipment to be self-employed hence creating more jobs for others is crucial too.

The Government needs to allocate more funding towards TVET that will enable the rolling out of competency-based programs in all TTIs nationwide so that it takes care of labour market demands and thus curbs the problem of huge unemployment rate among the youth. It should also support CBET training in TVET, and TTIs would work closely with the Ministry of Education’s TVET Directorate to sensitize the community about CBET. In addition, ensuring whatever is taught to students is accompanied with appropriate techniques that are in line with the current technology trends too.

From the study, some learners had little or no access to TVET opportunities translating to fewer competencies among them when it came to searching for employment opportunities. These TVET opportunities were hindered by several factors; training costs, attitude towards the course, knowledge about the course, access to training workshop and research labs among others.

Consequently, a closer look into these factors will stimulate enrolment into CBET program.

The study recommends the following:

The key stakeholders in the education sectors should foster the adoption and implementation of the CBET curriculum delivery approach nationwide. There is great need to sensitize the youth on practicability, importance and the rationale for CBET programs, as well as creating awareness on

the role of TVET and its benefit towards improving employability among the youth. There is also need for strategic partnerships across board from Government to trainers and their trainees, donors and employers so as to produce market-driven courses. Finally, there is need to offer scholarships among the youth equitably. Training costs is a key factor that needs a closer view from all key education stakeholders. Fully funded bachelor's and master's degree as well as PhD Scholarships are incentives that the Government of Kenya give to the underprivileged youth to go to countries like China to pursue technical courses, but this can be replicated even locally for the rate of absorption in TTIs to increase.

A majority of respondents were male and this means gender sensitivity is critical when it comes to CBET programs. The key stakeholders should partner to ensure the existing CBET- Training institutions have sufficient and adequate resources such as learning materials, research labs, and other learning facilities that enhance skills acquisition. Training equipment needs to be upgraded regularly by the Ministry as there is no rationale in students being trained using obsolete equipment which is not what will be found in the industry. Both trainers and trainees need to be using what is in the industry so their needs to be a tripartite coordination among them to ensure maximum delivery of the occupational standards. Ensuring relevant and key trainers are available in the selected training institutions for CBET programs is crucial. This also means continuous assessment of the trainers too as they need to be always updated on the current market trends as advance their skills in line with technological advancement.

All the above recommendations would lead to the youth being more competent in skills acquired and consequently, be ready for market and labour opportunities.

5.7 Suggestions of further studies

The study suggests that since this primary research was limited to only two TTIs, few employers and a low number of TVET trainees, the research should be extended to many other TTIs countrywide in order to make a more comprehensive and conclusive strategy for implementing the study conclusions. The findings from other TTIs would be compared and a conclusion drawn that would be utilized by other researchers. The study should also be carried out on other industries, different cohort of learners to augment a comparative analysis and review. The research target was on the effectiveness of competency based training in enhancing employability among the youth in Nairobi. A suggestion is that other elements be considered for the competency based training;

Studies should also be carried to find out the unique factors that can be blended into the current traditional approach to convert it into the competency-based approach to stimulate employability among the youth.

Lastly, it is crucial to note that being competency in these skills does not automatically translate to employability as there are other key determinants in play. These factors include the economic status and performance of a nation as well as answering the question of “Are there job opportunities available for all youth who will be deemed competent upon graduation?”



REFERENCES

- Adebisi, P. A., Adebisi O. S., & Arogundade K. K. (n.d). “*Academic Corruption and the Challenge of Unemployable Graduates in Nigeria: Implications for Entrepreneurship Development and Economic Growth.*”
- African Development Bank, (10 July, 2012). “*Seminar tackles youth employment in Africa.*”
- Amimo, Catherine A. (2012). “*Tailoring Higher Education in Kenya to the Demands of the Postindustrial Work Place.*”
- Bassey, G. E. & Atan, J. A. (2012). Baraton Interdisciplinary Research Journal, 2(1): 52 – 58.
- Labor Market Distortions and University Graduate Unemployment in Nigeria: Issues and Remedies. Research. *Journal of Economic Theory*, 4(3): 67 – 76.
- Bennell P. (1984). “*Vocational Education and Training in Tanzania and Zimbabwe in the Context of Economic Reform*” - Education Research Paper No. 28, 1999, 122 p
- Boaz M., Eldah O. (August, 2014). “*State of Youth Unemployment in Kenya.*”
- Cliffs E., Kamunge, J.M. (1988). “*Models of teaching*” 7th ed. NJ: Prentice Hall.
- Dabalén, A., B. Oni and O. Adekoka, (2000). “*Labour market prospects for university graduates in Nigeria.*”
- Daily Nation (2007, 4 July). Neville Otuki, *The Daily Nation*
- Gbosi, A.N. (2006). “*Modern Labour Economics and Policy Analysis.*” Park Publishers: Abakiliki (pp: 56 – 92)
- Gustman A. & Steinmeie T., (1982). “*The Relation between Vocational Training in High School and Economic Outcomes.*” ILR Review, Cornell University, ILR School, vol. 36(1), pages 73-87, October
- Harvey, L. (2005). “*Embedding and Integrating Employability. New Directions for Institutional Research.*” (pg 128), 13-28.
- Harvey, L., Moon, S., & Geall, V. (2009). “*Graduates' Work: Organizational Change and Students' Attributes.*”
- Retrieved from: <http://www0.bcu.ac.uk/crq/publications/gw/gwcon.html>
- Higher Education Management, 14: 1– 36. Egerton University. (2012). “*Innovation at*

Egerton University: Agricultural Innovations Capacity of Graduates” Available online at: <http>

ILO (2014) “*Report on Global Employment.*”

Inoorero University. (2012) “*Innovation at Inoorero University – Research and Innovation Center*” Available online at: <http://www.iu.ac.ke/ric/>

“*Introducing e-Learning as a strategy to increase enrolment in TVET*”. (A paper presented at the first African UNESCO-UNEVOC Summit on Access and Inclusion for TVET in Africa through New ICT-based Solutions, Safari Park Hotel, Nairobi, Kenya, 28–30 May 2007).

Johnston, S.G.; Venable, B.P. (1986). “*A study of teacher loyalty to the principal: rule administration and hierarchical influence of the principal.*”

Joyce, B.; Weil, M.; Calhoun, E. (2003). “*Educational administration quarterly.*” vol. 22, no. 4, pp. 4–21.

Jomo Kenyatta Foundation. UNESCO. (1984). “*Education trends in Kenya: a vocational perspective.*”) Nairobi:

Kapiyo, J.A.; Otieno, F. (1986). “*What do girls and boys think of technology? Pupils’ attitudes towards technology*”. In: Raat, J.H.; de Vries, M., Eds. *Kenya Chapter Conference* held at Egerton University, Nakuru, Kenya, 17–19 (September 2001).

Kenya, Republic of. (2008). “*First Medium-Term Plan (2008 – 2012) of Kenya Vision 2030 – A Globally Competitive and Prosperous Kenya.*” Nairobi: Ministry of Planning (Monitoring and Evaluation Directorate).

Kenya, Republic of. (2010). *First Annual Progress Report (APR) on the Implementation of the First Medium Term Plan (2008 – 2012) of Kenya Vision 2030.* Nairobi: Ministry of Planning (Monitoring and Evaluation Directorate).

Kenya, Republic of. (2011). *Second Annual Progress Report (APR) on the Implementation of the First Medium Term Plan (2008 – 2012) of Kenya Vision 2030.* Nairobi: Ministry of Planning (Monitoring and Evaluation Directorate).

Kenya, Republic of. (2012). *Third Annual Progress Report (APR) on the Implementation of the First Medium Term Plan (2008 – 2012) of Kenya Vision 2030.* Nairobi: Ministry of Planning (Monitoring and Evaluation Directorate).

- Kerre, B.W. (2001). *Science, technology and development*. (A paper presented to the Third World Studies (ATWS) Keynote speech at the sub-regional workshop on the Promotion and Reform of Technical and Vocational Education and Training in Africa, Kampala, Uganda, 10–13 December (2001). “*Business, technical and vocational education and training (BTJET) as a catalyst for development in Africa.*”
- King, E.M.; Hill, M.A. (1993). “*Women’s education in developing countries: barriers, benefits and policies*”. Baltimore, MD/London: The Johns Hopkins University Press.
- Kinyanjui, K. (2007). “*The Transformation of Higher Education in Kenya: Challenges and Opportunities.*” Commission of Higher Education, Paper Presented at the Mijadala on Social Policy, Governance and Development in Kenya’ sponsored by Development Policy Management Forum on 9 July, 2007 at Nairobi Safari Club.
- Kenya Institute of Public Policy Research and Analysis, KIPPRA. (2009). “*Unemployment in Kenya: A Situational Analysis and what needs to be done*”. A project of the Kenya Institute for Public Policy Research and Analysis in conjunction with the National Economic and Social Council, United Nations Development Program and the Royal Danish Embassy. Nairobi: KIPPRA/NESC/RDE. Retrieved from: <http://mirror.undp.org/kenya/NESCUnemploymentinKenya.pdf>
- Lasonen, J.; Burge, P.L 1991. *Women in the workplace: vocational education and segregated division of labour*. Los Angeles, CA: Michigan State University Extension.
- Lauglo, J.; Narman, A. 1988. *Diversified secondary education in Kenya: the state of practical subjects and their uses after school*. In: Lauglo, J.; Lillis, K., eds.
- Milhem et al. (2014). “Journal of Accounting – Business & Management vol. 21 no. 1
- Musaazi, J.C.S. 2001. *World Bank Survey Findings on Unemployment of the youth in Africa*. Nairobi: Ministry of Education Science and Technology. *Revitalizing a Technical Training Institute in Kenya* 43 Republic of Kenya. 2003.
- Nyerere, J (2009) *Technical & Vocational Education and Training (TVET) Sector Mapping in Kenya For the Dutch Schokland TVET programme* Edukans Foundation

Okaka, P.O. (2001). *Technical and vocational education and training in Kenya*. (A paper presented at the sub-regional workshop on the Promotion and Reform of Technical and Vocational Education and Training in Africa, Kampala, Uganda, 10–13 December 2001.)

Omolo, O.J. (2010): “*The Dynamics and Trends of Employment in Kenya*”, IEA Research Paper Series, No. 1/2010, Nairobi: Institute of Economic Affairs.

Otuki N. Business Daily Newspaper (2015, August 2nd) “*Kenya has the largest number of jobless youth in East Africa*”. Business Daily, p.

Report of the “*Presidential Working Party of Education and Manpower Training for the Next Decade and Beyond*”. Nairobi: Republic of Kenya.

Republic of Kenya. (1976). “*The Report of the National Committee on Educational Objectives and Policies*”. Nairobi: Government Printer. Republic of Kenya (1981).

Sanghi A. (2016) *World Bank Report on skills development in Kenya*.

Sawyer (2004). “*The principal contribution of a university to society*”. Chapter 5

Simiyu, J. (2007). “*Curriculum theory and practice in Kenya. Nairobi*” Oxford University Press.

Study by INSEAD Business School Consortium of Think tanks.

UNESCO: “*Technical and vocational education in Africa: a synthesis of case studies*”. Dakar, Senegal.

“*The Report of the Presidential Working Party on the Second University. Nairobi*” Government Printer. (The Mackay Report). Republic of Kenya. 1984. 8-4-4 system of education.

Shiundu, J.S.; Omulando, S.J. (1992).” *The report on the rapid appraisal on the status of TVET in Kenya*”. Nairobi: Ministry of Education, Science and Technology.

The Sessional Paper No. 2 of 1985 on Unemployment.

The United Nations Development Program, 2013: *Global trends on employment* “*Vocationalising education: an international perspective*.” Toronto, Canada: Pergamon.

Wittekind, A; Raeder, S; and Grote, G., (2010) “*Journal of Organizational Behavior*” Vol. 31, No. 4, pp. 566-586

Youth and Employment in Africa: *The Potential, The Problem and the Promise*, World Bank

Zuehike, E. (2009) *‘Youth Employment and underemployment in Africa brings uncertainty and opportunity’*, Population Reference Bureau



APPENDIX I

QUESTIONNAIRE ADMINISTERED TO THE YOUTH WHO HAVE COMPLETED THE TVET COURSE & TRAINING

Please fill out both sections of this questionnaire by indicating a **TICK SIGN** on closed ended questions or provide an explanation to the open-ended questions as required. Thank You

1. Which is your age bracket?

18-25 Years:

26-35 Years:

2. Level of Education:

Primary:

Secondary:

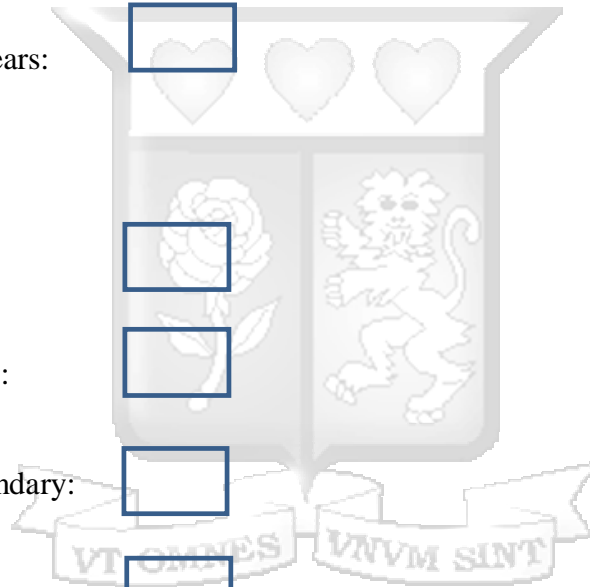
Post-Secondary:

Diploma:

Degree:

Tertiary:

Others:



3. Level of professional training:

Not trained:

Certificate:

Diploma:

Degree:

Others specify:

4. Gender Male

Female

5. Which specific Technical Vocational education and training (TVET) course did you take?

.....
.....

6. Kindly indicate when you undertook the TVET course?

Before 2017:

2017 - to date:

7. Have you taken another course prior to this?

Yes

No

8. If yes, specify?

.....

 9. Who advised you to take the course? (Kindly tick in the appropriate box)

Self

Parent/guardian

Institution

Others (specify)

10. Before you took the **TVET** course, kindly indicate on the table below the extent to which you were aware of the technical training opportunities. (*With 5 being the highest and 1 the lowest rating*)

	5	4	3	2	1
Cognition					
Attitude -curiosity					
Choice of technical course					
Exposure to labor market trends					
TTI outreach programs					
Old & Outdated Facilities					
Bureaucracy in Learning institutions					
TTIs management					

Equipment in workshops					
Government support					
Possession of books and learning resources					
Research Labs					

11. As a **TVET** graduate on the table below kindly indicate how you would rate the access to training opportunities among the youth

	Very Adequate	Adequate	Fair	inadequate	Very inadequate
Equipment for training					
Text books & Learning resources (Library)					
Workshops adequacy					
Practical classes					
Trainers/Technicians					
Research Labs					
Water & electricity					

12. Kindly rate how your technical course was taught to make you competent in the technical skills so as to meet the labor market requirements?

Very poorly Poorly Well Fairly Very well

13. Kindly tick in the below table and rate to what extent are you aware of the technical training facilities available for your studying purposes. *(With 5 being the highest and 1 the lowest rating)*

	5	4	3	2	1
Awareness of the technical training facilities available for your studying purposes					

14. As a **TVET** student, did you have adequate access to TTI facilities in your institution?

Yes No

15. If **yes**, what kind of facilities does your institution have that enhanced your skills development?

.....

.....

.....

.....

.....

16. How have they enhanced your skills development?

.....

.....

.....

17. If **no**, why not?

.....

.....

.....

.....

18. In your opinion, briefly explain how the content of the course you took was taught to make you competent in line with skills required in the labor market?

.....

.....

.....

19. How would you rate how readily you will be absorbed by the industry after graduating?

Excellent	Very Good	Fair	Poor	Very poor

20. How would you rate the trainers' training skills, knowledge and communication abilities?

Excellent	Very Good	Fair	Poor	Very Poor

21. In your own opinion what should be done by the trainers to facilitate competence in the skills developed and thus facilitate employability and accessing the latest labour market opportunities?

.....

.....

.....

.....

Please indicate with a tick the level of adequacy of the following facilities in accessing the following facilities that supports skills development in the **TVET** course you undertook.

Facility	Highly Adequate	Satisfactorily Adequate	Fairly Adequate	inadequate	Very inadequate
Equipment for training					
Text books & Learning resources (Library)					
Workshops adequacy					

Practical classes					
Trainers/Technicians					
Research Labs					
Water & electricity					

22. What is your occupational status

Employed-
Formal

Employed- Informal

Self-Employed

Unemployed

23. How long did you take to find employment or self-employment in the field of your training?

.....

24. State four factors which you think can enhance the acquisition of market related vocational and technical skills among the youth in your former institution:

.....

.....

.....

.....

25. Briefly describe how you fit in the field of work?

.....

.....

.....

.....

26. In your area of specialization, kindly rate your performance on the scale shown below.

	Very Good	Good	Satisfactory	Very poor	Poor
1. Lathe operator/turner fitter					
2. Welding					
3. Instrumentation					
4. Plant operator(grader)					
5. Automotive					
6. Other(specify)					

27. State four challenges with suggestions for improving the acquisition of market related technical skills that can increase chances of youth employability:

.....

.....

.....

.....

.....

28. Please indicate with a tick the level of knowledge on the following activities

	Very Good	Good	fair	Poor	Very Poor
Practical know how					
Technical skills					

Syllabus coverage					
Industry application					
Competence based skills					



29. Please rate with a tick in each of these statements related to your experience as an employee.

	Very Good	Good	Satisfactory	Poor	Very Poor
1. Ability to apply the learnt skills					
2. Ability to use appropriate working techniques					
3. Ability to manage practical assignments					
4. Performance on the job					
5. Level of competence in applying skills					
6. Ability to work with others					
7. Behavior					
8. Ability to work without supervision					
9. Workshop Attendance record					
10. Ability to apply the skills					
11. Lathe Machine Techniques literacy					
12. Ability to solve practical problems					

**THANK YOU
APPENDIX II**

QUESTIONNAIRE ADMINISTERED TO THE TRAINER (TTI STAFF)

*Please fill out both sections of this questionnaire by indicating a **TICK SIGN** on closed ended questions or provide an explanation to the open-ended questions as required. Thank You*

1. Which is your age bracket?

Below 25 years:

26-40 Years:

41-55 Years:

Above 56 years:

2. Level of Professional Training:

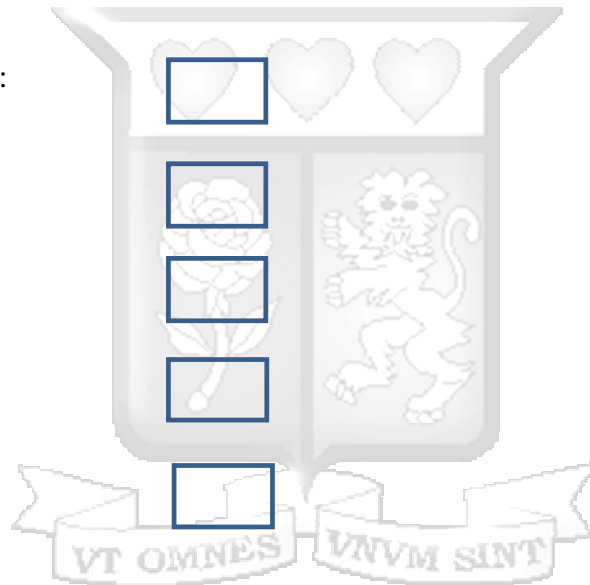
Certificate:

Diploma:

Degree:

Masters:

PHD:



3. How would you describe the state of those existing facilities in your **TTI**? *Please indicate with a tick among the options presented.*

Old

Obsolete

Inadequate

Adequate

Satisfactory

4. Briefly explain in what way do you transfer any Industrial related knowledge and work experience to your students in order to promote youth employability in the current labour market?.....

.....
.....
.....
.....
.....
.....

5. Which subject(s) do you teach?

.....
.....
.....

6. Which **TVET** Curriculum delivery approach was used to teach the technical course you are undertaking?

Traditional Approach Competency Based Education & Training

None of the two I don't know

7. Briefly explain which specific teaching techniques you use to ensure a student becomes competent in a specific technical skill?.....
.....
.....
.....

8. Do you encompass the occupational standards provided by the industry in your teaching?

Yes No

9. If **yes**, briefly explain what you use to measure the level of competency in technical skills?.....
.....
.....
.....

10. What is your attitude towards Competence- based Education and Training?

Excellent Good Fair Bad Very bad

11. In what way do you think the two different approaches (Conventional approach VS **CBET**) in the **TVET** System influence youth employability?
.....
.....
.....
.....

12. In what way does the two **TVET** Curriculum delivery approaches namely Conventional/ Traditional Approach and the **CBET** Methodology affect how a young student becomes employable?.....
.....
.....
.....

13. Kindly rate on the table below the level of access level of access to the training facilities that enhances competence in the **TVET** courses offered among students in your institution? *(With 5 being the highest and 1 the lowest rating)*

	5	4	3	2	1
Level of access to the training facilities					

14. How best would you describe the attitude of the students towards the vocational training?

Very poor	Poor	neutral	good	very good

15. The statements below are used to gauge the students level of curiosity and morale in the trainings offered. The trainer should be able to tick appropriately *(With 5 being the highest and 1 the lowest rating)*

	5	4	3	2	1
Able to carry out research on their own					
Awareness of the course content					
Able to study ahead of the trainer					
Submission of assignments in time					
Ability to ask questions in class					
High Course drop outs					
Awareness on the training facilities by students					
Access to training facilities by students					

16. As a trainer, are you familiar with the current labour market trends?

Yes No

17. If **yes**, in what way have you applied this knowledge in training techniques and the **TVET** curriculum?

.....
.....
.....
.....
.....

18. If **no**, why not?

.....
.....
.....
.....
.....

19. In what way do you tie skills acquisition to current and expected demands of the industry during training?

.....
.....
.....
.....

20. Briefly explain how your teaching approach is, focusing on either “learner based” or “teacher based” as these are the distinctions between the two methodologies used in the TVET System curriculum delivery, CBET & Traditional approach respectively:

.....
.....
.....
.....

21. Is your institution well equipped with the facilities and equipment to enable effective and efficient delivery of this approach?

Yes No

22. If **No**, why not?

.....
.....
.....
.....

23. If **Yes**, briefly explain what aspect of the facilities enable efficient delivery?

(Adequacy, Technologically advanced, user friendly and no need for supervision)

.....
.....
.....
.....

24. Briefly explain in what way has the institution modernized training facilities and schemes to be consummate to the labour market requirements?

.....
.....
.....
.....

25. How accessible are the training facilities and learning resources to the students in your institution?

Very accessible Neutral Less accessible

26. In what way have these facilities improved application of these skills among your students?.....

.....
.....
.....
.....

27. What types of training do you think is most impactful to the trainees for employability?

Competence based Non-competence based

28. Kindly rate in the table below the factors that hinder youth from joining TVET programs?
(With 5 being the highest and 1 the lowest rating)

	5	4	3	2	1
Knowledge about vocational education					
Training costs					
Training duration					
Family status					
Personal choice					
Negative Attitude towards TVET					
Job selectiveness					
Parents' choice					
Others (specify)					

29. What strategies do you think can motivate youth to join vocational programmes?

.....

30. Briefly explain why the application of training skills is an important component of the training programme?

.....

.....
.....
.....
.....

31. Are there other subjects, which are offered in additional to curricula subjects for the preparation of employment?

Yes No

32. If **yes**, which others?

.....
.....
.....
.....

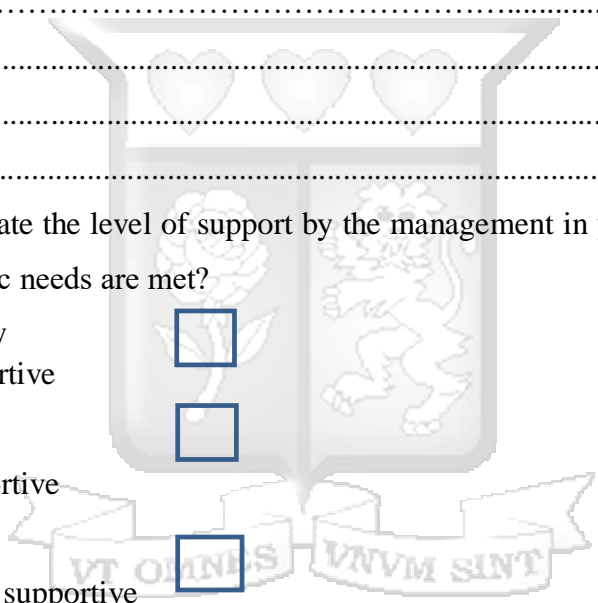
33. How would you rate the level of support by the management in your institution to ensure students' academic needs are met?

Highly supportive

Supportive

Fairly supportive

Unsupportive



34. What suggestions do you have on improving employability chances after their graduation from **TVET** training?

.....
.....
.....
.....
.....

35. Does the education training policy have any strategies in empowering graduates for selfemployment?

Yes No I Don't know

36. If yes, what are the strategies?

.....

.....

.....

.....

37. What suggestions can you as a trainer give to key stakeholders concerning the issue of youth unemployment?

.....

.....

.....

.....

.....

38. Do the TVET graduates become more employable after the CBET program?

Yes No I Don't know

39. If Yes, what percentage do you think were employable in 2017?

Below10%	10 – 20%	20- 30%	30 – 40%	40% and above	Don't know

40. Do the TVET graduates become more employable after the convectional program?

Yes No I Don't know

41 If Yes, what percentage do you think were employable in 2017?

Below10%	10 – 20%	20- 30%	30 – 40%	40% and above	Don't know

42. What trade skills do you think are the best for employability purposes?

	Very Good	Good	Satisfactory	Very poor	Poor
1. Lathe operator/turner fitter					
2. Welding					
3. Instrumentation					
4. Plant operator(grader)					
5. Automotive					
6. Other(specify)					

43. In a scale of 5-1 kindly rate What are the employers' preferences are in the **TVET** of graduates?
(With 5 being the highest and 1 the lowest rating)

	5	4	3	2	1
Multi skilled					
Sex preferences					
Job experience					
Formal skills					
Age					
Knowledge levels					
Mastery and competence of skills					

Others, specify					
-----------------	--	--	--	--	--

44. Do the skills you teach have impact in access to job opportunities or self-employment? Yes

No I Don't know

45. Are the training institutions involved in assisting graduates to secure employment?

Yes No Don't know

46. Do you offer certificates of occupation-specific skills to ensure qualifications are transferable between employees in a given field?

Yes no

47.If **no**, why not?

.....

.....

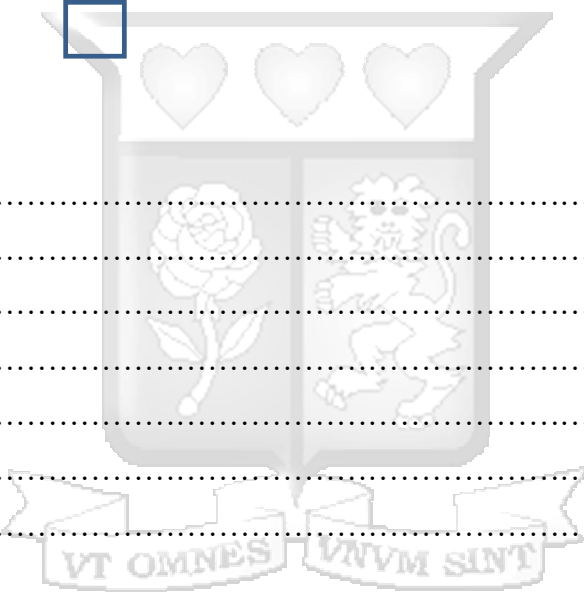
.....

.....

.....

.....

.....



**THANK YOU
APPENDIX III**

**QUESTIONNAIRE ADMINISTERED TO INDUSTRY EMPLOYERS
(LEVEL OF SATISFACTION WITH THE TVET GRADUATE'S SKILLS AND
PERFORMANCE)**

Please fill out both sections of this questionnaire by indicating a **TICK SIGN** on closed ended questions or provide an explanation to the open-ended questions as required. Thank You

1. What is the name of your institution?

.....

2. How long have you had industrial related work experience?

.....

3. Which type of employment do you offer graduates from **TVET**?

Formal

Self-Employment

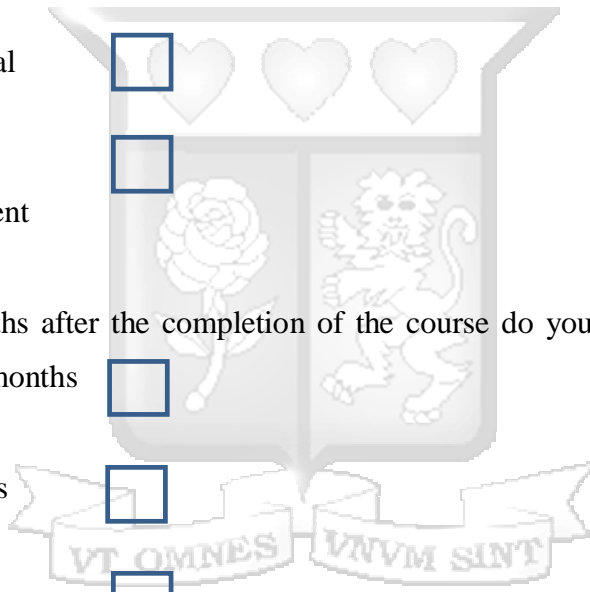
4. How many months after the completion of the course do you find regular employees?

Within 3 months

3-6 months

Within one year

Over 1 year



5. Do you have employees from vocational training centers?

Yes

No

6. If **no**, why not?

.....
.....
.....

7. Does your organization have preference in any of the following types of qualifications for **TVET** graduates to have obtained?

Certificate

Diploma

Degree

Any Other

8. Is your employment in the field that they are trained on?

Yes

No

9. Would you consider graduates without **CBET** training in your organization? Yes

No

10. If **no**, why not?

.....

.....

.....

.....

.....

11. What is your attitude towards graduates from **TVET** institutions?

Very Poor	Poor	Neutral	Good	Very Good

12. What is the attitude of employees from **TVET** towards tasks assigned?

Very Poor	Poor	Neutral	Good	Very Good

13. How satisfying is the work done by your employees from **TTIs**?

Rating Scale	Tick appropriately
Highly satisfying	
Satisfying	
Fair	
Dissatisfying	
Highly dissatisfying	

14. Does gender and age influence the chances of employment in your organization?

Yes

No

15. If **Yes**, how so?.....

16. Vocational training provided by **TVET** Institutions are not providing skills which employers are looking for employment.

Strongly agree	Agree	Fair	Disagree	Strongly disagree

17. Do you agree that vocational training institutions have enabled effective and efficient mastery of skills expected in the labor market?

Strongly agree	Agree	Fair	Disagree	Strongly disagree

--	--	--	--	--

18. Does your organization participate in providing the occupational standards for training in any **TVET** institution?

Yes

No

19. If **no**, why not?

.....

.....

20. Which **CBET** related technical skills are most applicable to your organization?

.....

.....

.....

21. In your opinion, what would you recommend the TVET institutions to build on so that it can improve youth employability?

.....

.....

.....

.....

.....

.....

22. Please rate with a *tick* in these statements related to what you look for as an employer.

You can choose more than one.

	Excellent	Very Good	Good	Satisfactory	Poor
--	------------------	------------------	-------------	---------------------	-------------

1. Ability to apply the learnt skills					
2. Ability to use appropriate working techniques					
3. Ability to manage practical assignments					
4. Performance on the job					
5. Level of competence in applying skills					
6. Ability to work with others					
7. Behavior					
8. Ability to work without supervision					
9. Workshop Attendance record					
10. Ability to teach others					
11. Literacy					
12. Ability to solve practical problems					
13. Ability to handle new tasks/challenges					
14. Attitude towards the duties allocated					

THANK YOU

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Strathmore Business School • Nairobi, Kenya

THE INFLUENCE OF COMPETENCY BASED TECHNICAL

Title of Study: TRAINING ON THE EMPLOYABILITY OF THE YOUTH

Investigators:

Name: LYNETTE M. NDILE

Dept:

Phone: 0720-206132

Introduction

- You are being asked to be in a research study seeking to identify the knowledge gaps related to competence based technical training in Kenya and this research seeks to find solutions that will guide the implementation of this education program.
- You were selected as a possible participant because you are studying how to train the youth in various technical training institutions on competence based technical courses.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to investigate the influence of competence based technical training on the employability of the youth.
- Ultimately, this research may be published as part of a book on Competence based technical training education or presented as a paper in a TVET Workshop, forum or seminar in the future.

Description of the Study Procedures

- If you agree to be in this study, you will be asked to do the following things:
- Fill out a questionnaire for 30 minutes. It is divided into two sections namely biographical and technical
- Give honest answers about the technical training you are undergoing
- Where the answer is negative, you shall be requested to explain further your answers and provide suggestions on how to improve the demerits.

Risks/Discomforts of Being in this Study

- There are no reasonable foreseeable (or expected) risks to this study research. There may be unknown risks.

Confidentiality

- This study is anonymous. We will not be collecting or retaining any information about your identity.

- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file.
- We will not include any information in any report we may publish that would make it possible to identify you.
- Your identity will not be disclosed in the material that is published. However, you will be given the opportunity to review and approve any material that is published about you.

Payments

- You will not pay any fees to participate in this study neither will you receive any payment/reimbursement for participating.
- There will not be any monies given to you to entice one in participating in the research.

Right to Refuse or Withdraw

- The decision to participate in this study is voluntary and entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigators of this study or Strathmore Business School. Your decision will not result in any loss or benefits to which you are otherwise entitled. You have the right not to answer any single question, as well as to withdraw completely from filling the questionnaire at any point during the process. Additionally, you have the right to request that the interviewer not use any of your material.

Right to Ask Questions and Report Concerns

- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact me, by email at (linaiforyouth@gmail.com). If you like, a summary of the results of the study will be sent to you.

Consent

- Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the study investigators.

Subject's Name (print): _____

Subject's Signature: _____

Investigator's _____

Date:

Signature:

Date:



Strathmore Business School

4 May 2018

To whom it may concern

FACILITATION OF RESEARCH – LYNETTE NDILE

This is to introduce Lynette Ndile, who is an MPPM student at Strathmore Business School. As part of our Masters Programme, Lynette is expected to do applied research and to undertake a project. This is in partial fulfilment of the requirements of the Master of Public Policy and Management. The outcome would be of immediate benefit to the organizations she is researching on. To this effect, she would like to request for appropriate data from your organisation.

Lynette is undertaking a research paper on: **The influence of Competence-Based Technical Training on Youth Employability: A study of selected Technical Training Institutions in Nairobi County.** The information obtained from your organisation shall be treated confidentially and shall be used for academic purposes only.

Our MPPM seeks to establish links with industry, and one of these ways is by directing our research to areas that would be of direct usefulness to industry. We would be glad to share our findings with you after the research, and we trust that you will find them of great interest, if not of practical value to your organization.

We very much appreciate your support and we shall be willing to provide any further information if required.

Yours sincerely,

Bildad Nyongesa
Manager - Master in Public Policy and Management
Strathmore Business School



Strathmore
UNIVERSITY

Ole Sangale Road, Madaraka Estate
P.O. Box 59857 00200 Nairobi, Kenya
Cell: +254 703 034 414/6/7
Email: info@sbs.ac.ke or visit www.sbs.strathmore.edu
Twitter: @SBSKenya

Strathmore Business School is a proud member of:

