

**INFLUENCE OF VOCATIONAL TRAINING ON YOUTH EMPLOYMENT: A CASE
OF MUKURU SKILLS TRAINING CENTRE, NAIROBI COUNTY, KENYA**

By

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DECLARATION

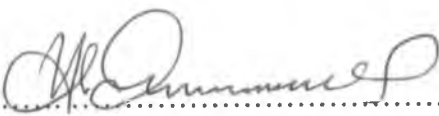
I declare that this research project report is my own work and has not been presented for a degree award in this or any other University

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This research project report has been presented for examination with my approval as the University supervisor

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DEDICATION

This research project is dedicated to my late father, who taught me that the best kind of knowledge to have is that which is learned with a clear purpose. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time. My dear wife and children who have journeyed in my life, I thank you, appreciate you and, to you, I dedicate this work.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno Deficiency Syndrome
DFID	Department for International Development
DIT	Department of Industrial Training
EPF	Education Production Function
GoK	Government of Kenya
ILO	International Labour Organisation
KIHBS	Kenya Integrated Household Budget Survey
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals
MOST	Modular Skills Training
MUST	Mukuru Skills Training Centre
MSDP	Mukuru Slums Development Project
NGO	Non Governmental Organisation
PBET	Post Basic Education and Training
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development
VTC	Vocational training Centre

ABSTRACT

Youth unemployment is one of the most critical social and economic problems that less developed countries face today. Yet little is known about how best to smooth the school-to-work transition or to boost human capital for those not on the academic track. Vocational education is one promising avenue for addressing the problem. Even though a considerable amount of information from Mukuru Skills Training Centre (MUST) show that majority of the youth trained were able to get employment, nonetheless, so far, these reports are not based on any sufficient data from empirical studies. Thus, such admirable project may not be adequately improving youth employment in Mukuru slums. Therefore this study examined the influence of MUST on youth employment. It focused on youth trained in MUST and critically looked at the influence of quality of the training, type of the skill training and curriculum on youth employment. Primary data was collected from a sample of 92 respondents whereas secondary data was collected through document analysis. Data collected was analyzed and discussions and recommendations were based on the findings of the study. The study revealed that 89% of youth trained in MUST acquire employment out of which majority 78.1% were found to be in the informal employment. Majority of youth trained at MUST are females 68.3% mainly in hairdressing. Majority of MUST graduate earn between Ksh 5,000 – 9,000 per month, which is below average pay for such cadre. MUST depends mainly on donor funds (85%) for its operations. The study recommends upgrading of teachers' professional skills, formation of strong links between MUST and employers, review and enhanced supervision of curriculum, development of sustainability strategy and database of graduates and involvement of all stakeholders in implementation of all the recommendations.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The world is facing a growing youth employment crisis. Both developing and developed economies are faced with the challenge of creating decent and sustainable jobs for the large cohort of young women and men entering the labour market every year (ILO, 2006). The number of unemployed youth increased to 76 million with the youth-adult employment ratio remaining almost constant at 2.8 globally (ILO, 2009). According to the Report, the rate of unemployment in Sub-Saharan Africa eased marginally from an eleven year (1998-2008) average of 8.1 percent to 7.9 percent in 2008, with the youth bearing a relatively large burden of the unemployment.

In Kenya, young persons aged 30 years and below constitute 71 percent of the country's population (KNBS, 2010) forming the largest pool of human resource. The youth (ages 15-30 years) in Kenya, who number 11.99 million, account for about 31 percent of the population (KNBS, 2010). This situation indicates that young persons are potentially holding immense responsibility, more than ever before in history. This fact notwithstanding, sources indicate that young persons in Kenya remain on the periphery of the country's affairs and their status has not been accorded due recognition.

The youth employment challenge has, particularly, been aptly recognized in the country's long-term development blueprint: Vision 2030, the Medium Term Plan (2008-2012), and Labour, Youth and Human Resource Development Sector Plan (2008-2012). Experience shows that the longer people stay out of work, the more their "employability" deteriorates, making it progressively harder for them to gain employment. This is especially worrying for the youth who may get trapped into a lifetime of weak attachment to the labour market alternating between low paid insecure work and open unemployment. Thus, the need to promote youth employment in Kenya cannot be gainsaid.

Every year, many students leave or drop out of the regular educational institutions in Kenya. Studies have shown that at primary level; close to 40% of the graduates do not proceed to secondary level. At secondary level, only about 10% of the graduates proceed to university level (Onsumu et al 2009). Technical and vocational training in Kenya offers programmes that target those students who do not progress to higher levels of education. The aim is to provide the students with skills and competencies for engagement in wage employment or self-employment. The critical role of vocational training in furnishing skills that are required to improve productivity, raise income levels and improve equitable access to employment opportunities has been widely recognized (Bennell, 1999)

1.1.1 Background of Mukuru Skills Training Centre (MUST)

Mukuru Slums Development Projects (MSDP) is a local Non Governmental Organisation (NGO) that founded the Mukuru Skills Training Centre (MUST) within Mukuru slums as one of its projects in 2003 as a response to the deteriorating condition of the youth due to drug addiction, school dropouts, idleness, crime and disintegration of family social fabric and values. At its inception in 2003 the project was designed to assist post primary young people, primary school drop outs, young mothers and jobless youths of Mukuru slums to develop sustainable and practical skills, access capital, initiate small businesses and improve their livelihoods.

The main purpose of MUST is to equip youth from the ages of 15 – 24 years (both boys and girls) living in Mukuru slums with employable skills to improve their social economic situation. MUST is specifically involved in building the capacity of vulnerable youth through provision of vocational skills training in Hairdressing & Beauty, Catering, arts and craft and support to compete in the job market. In 2010, MUST introduce masonry course due to demand identified by the institution management. Entrepreneurial and other life related skills are incorporated in the skill trainings. It is also geared towards improving the psychosocial status of the youth living in Mukuru slum. Since its inception, Mukuru Skills Training Centre has received funding from DKA Austria, eRko and GOAL Kenya. MUST has trained a total of 866 youth in hairdressing, catering, masonry, arts and crafts since its inception from Commercial, Fuata

Nyayo, Kavelela, Kayaba, Kingstone, Kisii, Lunga Lunga, Mariguini, Mitumba, Shimo la Tewa, Tetra villages of Makadara constituency and Chang'ombe, Kwa Njenga, Reuben villages from Embakasi constituency .

1.2 Statement of the Problem

Few studies have been done on the role of vocational training in enhancing youth employment in spite of the fact that, Kenya, like many African countries, suffers from particularly high youth unemployment. A national household survey conducted in 2005 found that approximately 21% of youth aged 15-29 were unemployed, and a further 25% were neither in school nor working (KIHBS, 2005/06). Youth unemployment is one of the most pressing social and economic problems facing Kenya today. A World Bank report showed that the majority of violent acts during the post election crisis in Kenya were perpetrated by youth unemployment.

Even though a considerable amount of information and data relating to Mukuru Skills Training Centre does exist in the form of various progress reports to donors since its inception in 2003, there has been no comprehensive assessment done on the relevance and performance of its courses or skills offered on improving youth employment. Furthermore, reports from MUST show that majority of the youth trained were able to get employment, nonetheless, so far, these reports are not based on any sufficient data from empirical studies. Thus, such a laudable project may not be adequately improving youth employment in Mukuru slums. It is against this background that this study examined the influence of vocational training on youth employment.

1.3 Purpose of the Study

The study aim was to examine the influence of vocational training in Mukuru Skills Training Centre (MUST) on youth employment. The study focused mainly on type of training courses/ skills, curriculum and the quality of the training offered at MUST.

1.4 Objectives of the Study

The study sought to achieve the following objectives:

- i. To establish the influence of quality of the training in vocational training on youth employment
- ii. To assess the influence of the type of training courses/skills offered in vocational training on youth employment
- iii. To establish the influence of the curriculum in vocational training on youth employment

1.5 Research Questions

1. How does quality of the training offered in vocational training affect youth employment?
2. To what extent does type of training courses/skills offered in vocational training affect youth employment?
3. How does curriculum in vocational training affect youth employment?

1.6 Significance of the study

Youth are three times more likely to be unemployed than adults, even in countries with strong economic growth (ILO, 2008). This begs the question of what is it about youth that leads to such high rates of unemployment? And what can be done to help young people more efficiently integrate into the labor market? Vocational Training is one promising avenue for addressing the problem. However, there are few existing rigorous studies of vocational training in developing countries such as Kenya where the youth employment problem is particularly severe. Therefore the outcome of this study will assist to identify the potential of vocational training in enhancing youth employment. This information will go a long way to help strengthen the implementation of vocational training values in the effort to achieve youth employability,

besides Kenya requires skilled youth to make vision 2030 a practical reality. This will be possible if quality and relevant skills are rendered to youth and matched with employment

The study was to help the management in gaining insight on the impact of Mukuru Skills Training Centre in enhancing youth employment and hence enter into dialogue with donors in formulating a more relevant strategy for the skills' centre to meet the needs of the youth living in Mukuru slums. It was also intended to form a basis for future planning and negotiations with various stakeholders interested in supporting slum residents' development through skill training. Furthermore the outcome of the study was to assist the management of Mukuru Slums Development Project (MSDP) in decision making

The findings of the study are expected to provide useful and practical information to planners and decision makers that would guide policy thinking and practice as far as delivery of vocational training for youth employment is concerned and prompt more research to be done on the area of vocational trainings especially for youth living in Nairobi slums. Moreover, the study was to enable other vocational training institutions and donors build on the lessons learnt and benefit from them in order to optimize a collective response to youth employment. The study would also contribute to the existing body of knowledge on the role of vocational training in enhancing youth employment and will be used as a reference material by other researchers.

1.7 Delimitations of the study

The study was carried out in Mukuru slums and examined the influence of vocational training provided by MUST on youth employment. It focused on youth trained at MUST since its inception in 2003 to 2011 on Hairdressing and beauty, catering, masonry and art and craft.

1.8 Limitations of the study

The scope and budget of this study might have prevented widespread consultations with a wide cross-section of stakeholders involved in planning and delivery of vocational training of the

youth at MUST in Mukuru slums. In this regard, there were chances that the study might have omitted out some information that otherwise would be gathered, if all those involved in vocational skill training for youth were involved in the study.

However, to overcome the above limitations, the researcher used stratified random sampling involving three strata (trained youth, teachers and management). Stratified sampling ensures that the resulting sample was distributed in the same way as the population in terms of the stratifying criterion (Bryman, 2007).

The reliance of self reporting might have resulted into inaccurate data. This was because of the likelihood of under-reporting due to stigma associated with unemployment among the youth in slums and the need to give socially desirable responses. Unemployed youth in slums are perceived as criminals; drug handlers etc. Consequently the researcher utilized research assistants from the study area to reduce any perceived stigma and ensure openness by the respondents. Therefore it is worth noting that the above identified limitations did not in any way compromise the findings of the study and consequently the replication of the results.

1.9 Assumptions of the study

The study assumed that; Respondents would answer questions correctly and truthfully, most of the youth trained in MUST are from Mukuru slums, respondents would cooperate and provide required information and socio-political environment would be conducive for data collection since slum areas are often volatile and prone to unrest

1.10 Definition of Significant Terms

Youth in this study is defined as the age group 14 to 30 years

Employment: Youth engaged in formal or informal employment as a result of training in Mukuru Skills Training Centre

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

Education: the term education is used to mean programmes of learning with general objectives relating to the personal development of the learner and his/her acquisition of knowledge

Training: in comparison to education, training is more directly related to the preparation of individuals for employment in current or emerging occupations

Skills: The term skill is defined as the relevant knowledge and experience needed to perform a specific task or job

Quality: This is the degree to which a set of inherent characteristics fulfills requirements

Knowledge; Knowledge is often contrasted with skills, attitudes and values. It means 'knowing how' and is connected to the skills that define that a person knows how to execute a task, assignment and a work as a whole. (Lawton, 1993)

Qualifications are those work elements or requirements that a worker needs to master according to given requirements by working society, the organization or enterprise (Nurminen, 2007).

Technological development; is combination of new and appropriate technology transfer combined with enterprise's and individuals' competence development on know-how, professional skills and occupational competences.

1.11 Organization of the study

This chapter covered the background of the study, brief description of Mukuru Skills Training Centre which was the focus of the study. The problem of unemployment among the youth in Mukuru slums and the purpose of the study which was to examine the influence of vocational training on youth employment have been highlighted. The significant of the study was to provide useful and practical information to planners and decision makers that would guide policy thinking and practice as far as delivery of vocational training for youth employment is concerned and prompt more research to be done on the area of vocational trainings especially for youth living in Nairobi slum. Research questions to guide the study, limitations and assumption of the study were highlighted in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains among others the theoretical framework drawn from the theories adopted for the study. Discussion of concepts outlined in the conceptual frame work citing the views of different scholars in articles, journals and books and was organized according to the research questions. A brief explanation of the concepts and variables involved in the study as understood by the researcher and summary of the key issues were highlighted.

2.2 Theoretical Framework

This study was guided by the human capital theory advanced by Shultz and Becker in 1960s (McIntyre, 2004). This theory holds that investment in education and training increases an individual's, organization's or country's human resource pool. Through education and training one acquires more knowledge, skills, and abilities which can potentially increase productivity at work and also in life in general. This theory is appropriate for the study since it seeks to examine the influence of vocational training on youth employment as they seek to increase knowledge, skills and hence increase their employability.

Therefore, human capital is a means of production, into which additional investment yields additional output (Becker, 1964). The human capital literature often distinguishes between specific and general human capital. Specific human capital refers to skills or knowledge that is useful only to a single employer or industry, whereas general human capital such as literacy is useful to all employers (Becker, 1964). Economists view firm specific human capital as risky, since firm closure or industry decline lead to skills that cannot be transferred. The concept of human capital can be infinitely elastic, including immeasurable variables such as personal character or connections with insiders through family or fraternity. This theory has had a

significant share of study in the field proving that wages can be higher for employees on aspects other than Human Capital (Onsomu, 2009).

The theory proposes that investing in human capital through training may result into increased organizational productivity. Therefore examining the influence of quality of the training, type of skill courses undertaken by learners on youth employment is an important undertaking that will result into documentation of value added to the vulnerable youth in Mukuru.

Human resource development entails equipping an individual with knowledge and skills for present and future work activities (Stoner, 2007). In order to ensure sustainable supply of human resources, a country needs to have in place programmes that link the world of work with training institutions. Consequently, this ensures suitability of skills offered to learners in line with market demand. Although a lot of efforts have been made to make these trainings offered by vocational training institutions relevant, to current employment needs, sometimes such trainings become obsolete by end of training (Kitainge, 2003). This is as a result of changes occurring on social, political, technological and economic arena. This scenario calls for constant review of training curriculum by vocational training institutions to make them relevant and adequate for the current and future needs of the country

2.3 Quality of the training

Vocational training refers to any form of education whose primary purpose is to prepare persons for employment in recognized occupations (Okoro, 1993). Therefore vocational education and training provides skills, knowledge, and attitudes necessary for effective employment in specific occupations. Vocational training is also defined as education which mainly leads participants to acquire practical skills, knowledge and understanding, that are necessary for employment in a particular occupation, trade or group of occupations (Atchoeren, 2001). Such practical skills or knowhow can be provided in a wide range of settings by multiple providers both in the public and private sector.

In Kenya, the current vocational training system lacks clear vision and mission to serve as reference point for various training initiatives and lacks public appeal and stature due to negative publicity and poor image as a remedy for failures; In agreement is a report on The Rapid Appraisal on the Status of vocational training in Kenya which observed that the quality of vocational training graduates was fast declining at all levels due to out-dated equipment, poor instruction, lack of work experience and meaningful supervision. In addition, the report observes that the vocational training system in Kenya is not demand driven; attachments and linkages to industry are fragile, poorly planned and inadequately supervised. Poor quality of training resulting from lack of appropriate tools and equipment and the poor inflexible curricular in vocational training institutions, may be attributed again to the low level of investment by governments and organizations towards the vocational training sector.

Evidence shows that the lack of funding is by far the biggest constraint, amongst other barriers, keeping youth out of further education and training (Hafner, 2007). Consequently, imparting of vocational skills in schools is mainly hindered by lack of funds to provide learning resources and lack of qualified personnel leading to poor quality of training (Okoro, 2003). The potential of vocational institutions in offering quality training is also greatly limited by the low government investment. In most developing countries the ministries responsible for running and directing these centers are either not equipped to pay attention to this aspect or are pre-occupied with other sectors of education leaving the vocational training at the mercy of market forces (Rao, 1996).

Technical and vocational education and training programme in Kenya targets to absorb the large proportions of students who cannot progress to the secondary and higher levels of education. Out of the approximate 600,000 graduates of primary education, only 55% (350,000) proceed to secondary schools. At the end of the secondary cycle only 20,000 proceed to universities, the rest (200,000) are expected to be catered for by the middle level colleges and vocational training institutions, whereas the existing capacity is inadequate (Nyerere, 2009). However, studies aimed at examining vocational training systems in developing countries,

particularly in Sub-Saharan Africa, describe the system as being in a state of crisis particularly in areas of financing which consequently affect the quality of training (Altinyelken, 2004)

Dramatic budget cuts followed by structural adjustment programmes adversely affected public vocational training systems to a large extent. For instance, in Sub-Saharan Africa, as a result of budget cuts, investments were curtailed in vocational training systems, and facilities and equipments started to decay (Fluitman, 1999). Recurrent budget reductions have also negatively affected the number, qualifications, pay, morale and motivation of teachers and administrators. Most of the vocational training institutions were grossly underfunded resulting to poor service delivery and poor image. Majority of trainees enrolled in vocational training institutions are self-sponsored with very few receiving any financial support from donors, government or other charitable organizations

Most of the private training institutions are faced with almost the same problems as those encountered by the public institutions (Gichira, 2002). However, the studies undertaken in East and Southern Africa assert that the quality of vocational training and in the entrepreneurial education in private training institutions is affected further by private training institutions concentrating on light vocational skills, business, commercial and service courses because of the high investment associated with technology based courses and usually employing more part-time instructors, who are paid less and use larger class sizes and economize on use of facilities (Ziderman, 2000).

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After increasing the share of basic education in their development co-operation budgets following the resolutions of the Jomtien Conference, donors are facing the dilemma of how to prioritise between supporting basic education on the one hand and vocational and higher education on the other (Takala, 2001). Vocational trainings have been accorded less importance in donor financing, however a country without a skilled, productive labour force cannot achieve economic and social development and would more likely be trapped in underdevelopment for longer periods.

The Germany system of vocational training commonly referred to as directed and dual system has frequently been referred to as an example of excellent practice of technical vocational education and training (Beardwell, 2001). Employers fund two-third of the training and together with trade unions and the local government, they have a considerable influence on the control of the system. Laws and guidelines of vocational training and education regulate the system so that employers are duty bound to provide funding and resources for training. Employers' unions and the state administer the institutions and procedures that operate the system jointly. Firms pay for on-the-job training, youths accept relatively low wages, and the vocational colleges are paid for by public funds (Beardwell, 2001).

2.4 Type of skill training

Most of the efforts and attention of employers appear to have focused on vocational training and education, aimed at equipping school-leavers, new entrants into the labour force, and young unemployed workers with technical skills as well as proper behaviour and attitudes that would make them more employable or suitable to the labour market. This trend reflects the predominant concern among employers that youth unemployment and difficulties of transition from school to work can be traced to a low level of education and skills, mismatch of skills offered and demanded, and a general lack of preparation and orientation among young students for the world of work.

Kenyan government from January 2003 implemented a free universal primary education programme in public schools. This policy improved access to primary education enabling more children formal education, which is a pre-requisite to any form of skills training. The gross primary education ratio peaked at 86 percent in 2007 (UNESCO, 2007). The role of vocational training in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999). Developments in the last three decades have made the role of vocational training more decisive; the globalization process, technological change, and increased competition due to trade liberalization

necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE).

The vocational training sub-sector in Kenya for instance is characterized by; inflexible and outdated curriculum, a mismatch between skills taught and those demanded by the industries, inadequate quality assurance mechanism, inadequate physical and learning resources and low participation of the private sector necessary to bridge the school-work gap. Vocational training institutions are still not responsive enough and simply lack a culture in which training is driven by determination or realistic projections of future skill requirements (Afenyendu, 1999).

It is important to note that the belief that skill acquisition through vocational training will lead to creation of jobs especially in the informal sector through self-employment instead of job-seeking has been over-ambitious. This is because self-employment is faced with sharp competition and sluggish economic growth, it is also undermined by great competition from urban industrial goods and imported goods. Presence of unfavorable political and economic policies leads people into seeking rather than creating jobs. It must be appreciated that skill acquisition does not create jobs; the prevailing economic policies must be favorable for the skills acquired to be applicable in the creation of jobs.

In several countries studied (Ghana, Kenya, Zambia among others) surveys indicate shortages of high level skills at the same time as saturation of the labour market at other levels (King 2007). This may be an indicative of problems with the quality and relevance of the vocational training currently being delivered and poor links between education, training and the labour market. As the world of work is further changing, most of the employers require certain skills from school leavers before being employed. This change in employers' expectation has resulted from the changing nature of workers roles in the work place. Although employers are still interested in hiring individuals who have received occupationally specific training, they also want individuals with a solid grounding in basic academic skills (Adamu, 2007). For example, some past researches highlighted some gray areas such as basic skills, communication, image,

and employability skills which need to be mended to achieve a purposeful objective in order to deliver the expectations of employers (Hollenbeck, 1987).

In Singapore, skills training programmes are designed for the upgrading of workers who wish to acquire a new skill, upgrade their existing skills or update skills because of changing technology (Seng, 1996). Technical skills are delivered through three major programmes viz, the Modular Skills Training (MOST), Training Initiative for Mature Employees (TIME) and Adult Co-operative Training Scheme (ACTS), developed for specific groups of workers. Training programme is reviewed after every ten years to ascertain its relevance to employment.

Based on the current situation, there is need to develop a national skills inventory, backed by an efficient labour market information system to ensure that training is based on the correct demands of the wage employment and promotion of self-employment in consultation with industry. There is need to carry out frequent needs assessment and tailoring vocational training curriculum to meet the changing technological needs.

It is critical therefore to make sure that what vocational training institutions are teaching and training coincides with the needs and opportunities in the labour market (Fluitman, 1999), since education or training do not create jobs on their own

2.5 Curriculum

The idea of curriculum is hardly new, but the way we understand and theoritize it has altered over the years and there remains considerable dispute as to its meaning. The advanced learners dictionary 6th edition (2000) defined curriculum as the subjects that are included in a course of study or taught in a school, college etc. The word curriculum has its origins in the running /chariots tracks of Greece. It was literary, a course. In Latin curriculum was a racing chariot, currere was to run. (Abimbola, 2010). A curriculum is an educational plan that spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation (Wojtcza, 2002). A curriculum is a

policy statement about a piece of education, and an indication as to the ways in which that policy is to be realized through a programme of action. Curriculum is the sum total of all the activities, experiences and learning opportunities for which an institution takes responsibility (Coles, 2003).

The curriculum development in technical training had been greatly influenced by its historical formation; the view of the society, educators, students, that vocational training is for those who are incapable of pursuing academic programmes, the antagonism of fellow educators, lack of curriculum experts in technical education, cost of running vocational education etc (Ogwo, 2006)

Part of the problem that inhibits career choice in favour of technical and vocational education is the lack of a clearly conceptualized curriculum in the field (Musaazi, 2001). The existing curriculum lacks a clearly articulated philosophy and balance, where educational training aspects are visible and can be understood by learners, teachers and parents (Shiundu, 1992). Among the particular objectives of the 8:4:4 system of education in Kenya was that more emphasis was to be laid on technical and vocational education. It was supposed to ensure that the students graduating at any level had some scientific and practical knowledge that could be utilized for their subsequent self-employment or in further training. However, the social, economic and political factors have greatly handicapped the implementation of the reform process (Tum, 1996).

‘The Report of the National Committee on Educational Objectives and Policies’ (Republic of Kenya, 1976) and ‘The Report of the Presidential Working Party on the Second University’ (Republic of Kenya, 1981) both clearly pointed out the issues of relevance and quality in the education system. To date, this problem has yet to be satisfactorily resolved and, indeed, ‘The Report on the Rapid Appraisal on the Status of TVET in Kenya’ notes that wholly or in part, our education system has failed to inculcate a modern scientific culture, imbue learners with desirable social skills and a wholesome philosophy of life (Republic of Kenya, 2003). From the foregoing, it is clear that there is a mismatch between what is learnt in schools and the requirements of the economy and the world of work—and even real life in general.

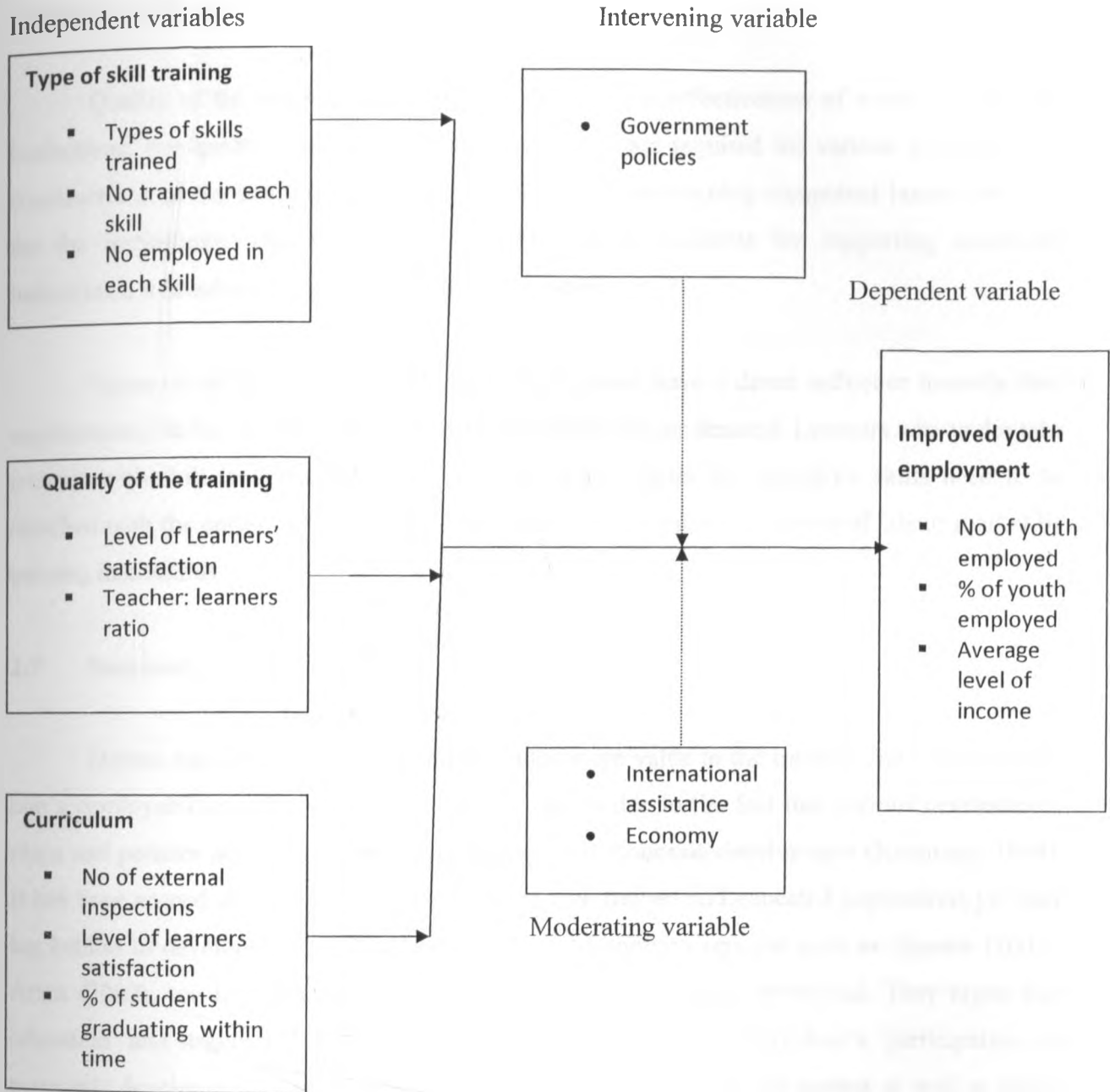
Development of curricular for vocational training over the years has been limp walking due to lack of curriculum experts in the field. Pioneers in vocational training did not have much education in curriculum development and therefore the inadequate education received by the pioneers of vocational education exposed them to severe psychological intimidation in the hands of the well read general educators (Oramu, 2006)

\High quality vocational education curriculum includes effective teaching strategies, performance evaluation of skills of the trade, and paper-pencil evaluations. According to Keiser et al. (2004a), excellence in technical or vocational curriculum rests on three key factors. The first factor is represented by an assumption that future workers must possess a number of basic competencies and skills before entering the workforce. The second factor is represented by the need for outstanding pedagogy coupled with teaching strategies. The third factor focuses on the articulation of tests and hands-on performance assessment with the curriculum. In the case of vocational education, such performance assessment requires students to show what they know by using actual tools to demonstrate procedures they have learned

2.6 Conceptual Framework

Conceptual framework explains either graphically or narrative the key factors or constructs or variables studied and the relationship among them (Miles, 1994). The researcher examined the influence of the three key independent variables identified namely quality of the training, type of skill training, and curriculum on youth employment. The study was also to examine how government policies (intervening variable), environment (moderating variable) affect the relationship between independent and dependent variables.

Figure 1. Conceptual Framework showing indicators for youth employment



The study sought to explain the influence of vocational training on youth employment in Mukuru Skills Training Centre (MUST). It was guided by the three identified independent variables as indicated in the conceptual framework above

Quality of the training has direct influence on the effectiveness of vocational training institutions. For quality training to be achieved, funds are required for various activities such as constructions of the institutions, equipping, hiring and maintaining competent human resource for the institutions. Therefore, if there is little funds available for supporting vocational institutions, it interferes with the whole training system.

Types of skills or courses undertaken by learners have a direct influence towards their employment. Skills should be matched with the market labour demand. Learners who under take courses with skill in demand tend to get employment faster and therefore skills need to be matched with the current labour market. This calls for continues assessment of labour market by training institutions

2.7 Summary

Debate has raged on whether training adds more value to the trainees and contributes to one's employability and general development. This is due to the fact that various development plans and policies associate human development with economic development (Kamunge, 1998). It has been argued that there are many countries with trained and educated populations yet they lag behind in development (Prichet, 1996). Those of contrary opinion such as Ngware (2002), Alam (2007), see investments in education and training as being beneficial. They argue that education and training improves one's creativity, enhances individual's participation in economic development, and enhances one's competitiveness in the job market as well as future earnings. Therefore there is need for further research to ascertain the impact of investment in training on enhancing individual's competitiveness in labour market.

Vocational training was mandatory within the African traditional societies because it was considered part of the culture and therefore, the activities conducted were relevant to the needs and environment of the people (Simiyu, 2001). Also vocational training was offered in Kenyan primary schools for example the Jeans schools during the colonial era. It is therefore imperative to note that vocational training is not a new concept in Africa. Consequently this underscores the importance of vocational training in human development yet little has been done. This could be due to lack of both intensive and extensive research from scholars to convince relevant authorities on the importance of vocational training on attainment of vision 2030.

It is notable from the literature review that donors are facing the dilemma of how to prioritize between supporting basic education on the one hand and vocational and higher education on the other. Vocational trainings have been accorded less importance in donor financing, however, since a country without a skilled, productive labour force cannot achieve economic and social development, and would more likely be trapped in underdevelopment for longer periods. There is need for scholars to undertake research that would enable donors overcome their dilemma in supporting both basic and vocational trainings.

German system of vocational training has been hailed as an excellent example. However this requires further research to find out its applicability in Kenyan environment. Malaysia and Singapore have well developed system of supporting vocational training. Though these countries were at par with Kenya in 1970s, it is argued that part of their success in economic development has been as a result of a large pool of trained middle workers

The major lesson learnt all over the world is that vocational training has to take place in conjunction with other measures such as active labour market policy, economic growth policy and business support in order to yield a substantial reduction of unemployment and, as a result, mitigate poverty. Consequently a comprehensive research involving, labour market, economic growth and business support policies would provide a road map for planners in Kenya and steer the country towards economic growth as has been the case in Malaysia.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to delineate and justify the methodology that was used to generate answers to the research proposal questions. It adopted the following structure; research design, target population, sampling procedure, methods of data collection, validity and reliability and operational definition of variables. It also contains a brief description of the data analysis technique and methods and summary of the main points covered.

3.2 Research Design

Research design is a plan or structured framework on how one intends conducting the research process in order to solve a research problem and to expand knowledge and understanding (Babbie, 2002). Therefore this study used a combination of both qualitative and quantitative approaches. Quantitative study is an inquiry into social or human problem, based on testing a theory composed of variables measured with numbers and analyzed with statistical procedures in order to determine whether the predictive of the theory holds true (Leedy, 1997).

Descriptive Survey research was used in quantitative approach to carry out this study because of its appropriateness in establishing relationships between variables and facilitating collection of information for determining population parameters (McMillan, 2001). Survey design was used because it allows for sampling and one can use the findings from the sample to generalize about the target population.

Survey research was complemented by qualitative approach. Qualitative methods can be used to better understand any phenomenon about which little is yet known. They can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth

information that may be difficult to convey quantitatively. Thus, this study also used qualitative methods to gain more insight on the influence of MUST on youth employment.

Inherent in the qualitative study approach is the use of multiple tools as in this research, questionnaires, semi structured interviews, interviews with key informants and impromptu discussions and focus group discussions that serve as a cross check was used. In addition, since different information arises from different tools, a more holistic view was obtained overall.

3.3 Target Population

The study targeted youth who had been trained in Mukuru Skills Training (MUST) Centre, the staff, and the management of the skills centre.

Data was collected from various levels of the institution and from different personalities. Focus was mainly on youth trained in MUST since 2003 to 2011 from twelve villages within Embakasi and Makandara constituencies in Mukuru slums, who had received skill training from the skills centre. MUST had trained a total of 866 youth since its inception in 2003 to 2011 from Commercial, Fuata Nyayo, Kavelela, Kayaba, Kingstone, Kisii, Lunga Lunga, Mariguini, Mitumba, Shimo la Tewa, Tetra villages of Makandara constituency and Chang'ombe, Kwa Njenga, Reuben villages from Embakasi constituency . This research targeted a total population of 97 respondents

3.4 Sampling Procedure

In educational and social research it is seldom possible to include the whole population in the research. This is because the absolute population is usually too large to create and therefore should have an adequate sample and number of selected units (Hirsjärvi et al, 2005). A sample is a group of subject from which data is collected. Sampling and selecting a sample is a statistical procedure for finding cases to study.

Since it's not possible to interview all the youth who have undergone training in MUST since 2003 to 2011 totaling 866, 10 teachers and 5 members of management, stratified random sampling was used involving the three strata. Stratified sampling ensures that the resulting sample would be distributed in the same way as the population in terms of the stratifying criterion (Bryman et al, 2007). It gives flexibility to the researcher to make a decision on identification and allocation of the units for the strata. It also gives possibilities to use and make more than just one stratifying criterion (Bryman, 2007).

The study focused on three strata (trained youth, teachers and management) and employed a simple random sampling technique to identify 87 trained youth based on the year of study and gender, 5 teachers and 5 managers for the study as shown on Table 3.1 below. According to Mugenda and Mugenda (2003), simple random sampling is a probabilistic sampling technique which ensures each subject, object or respondents have an equal chance of representation. The list which contained the names of all the youth trained in since 2003 to 2011, teachers and managers of MUST was obtained; it was used as a sampling frame for the study. Using this technique, 87 youth respondents were selected; this was equivalent to 10% of the target youth population. Since this was a descriptive study, according to Mugenda and Mugenda, (2003) and Gay, (1981) 10 percent of the accessible population is considered adequate for descriptive study. In order to ensure higher representation of teachers, the researcher interviewed 50% (5) of the teachers and since the population of the managers was small (5), the researcher took a census.

Table 3.1: Sampling frame

The table below shows the number and percentage of youth trained in MUST by gender since 2003 – 2011, teachers and managers

Year	Gender		Total	Percentage		Sample for study	
	Female	Male		Female	Male	Female	Male
2003	3	16	19	16	84		2
2004	29	27	56	52	48	3	3
X 2005	68	23	91	75	25	7	2
2006	85	7	92	92	8	9	1
2007	108	10	118	92	8	11	1
2008	98	21	119	82	18	10	2
2009	91	47	138	66	34	9	5
2010	99	38	137	72	28	10	4
2011	79	17	96	82	18	7	1
Total	660	206	866	76	24	66	21
Teachers	7	3	10	70	30	4	1
Management	4	1	5	80	20	4	1
Grand total	671	210	881	76	24	74	23
Total number of youth, teachers and management for the study							97

3.5 Methods of Data Collection

The study used three methods of data collection: survey method, participant observation and document analysis. These methods were chosen because they are sensitive and allow the active involvement of participants. The choice of these methods enables triangulation of data collection and therefore increases the credibility and validity of the results. As is the case with qualitative research, these methods allowed the researcher flexibility to refine questions during

the research process. This process also enabled the development of broad interpretations of the emerging data (Creswell, 2003).

3.5.1 Survey

The researcher developed questionnaires for collecting primary data from trained youth and interviews for key informants (staff and management of MUST). Interview guides were developed to ensure good use of limited interview time with respondents; interview guides make interviewing multiple subjects more systematic and comprehensive; and they help to keep interactions focused. The questionnaires comprised both open and closed ended questions and sought to provide answers for the research questions.

The questionnaires helped in collecting primary data on the influence of quality of the training , types of courses/skill training and curriculum on youth employment Each questionnaire was accompanied by transmittal letter, which explained the purpose of the study and also the need for the respondents to participate and support the study. The questionnaire comprised both open ended and closed questions. There were two sets of questionnaires, one set for the youth trained in Mukuru Skills Training Centre and another one for the staff and management. Each set of questionnaire was accompanied by an interview guide.

Since the researcher's aim was to interview 97 respondents, within one week, he recruited and trained research assistants who were involved in questionnaire administration to the youth. A pilot study was done to validate the understanding of both the research assistants and the interviewee

3.5.2 Observations

The researcher maintained a passive presence, being as unobtrusive as possible and not interacting with participants and depending on situation engaged in limited interaction, intervening only when further clarification of actions was needed. The researcher was interested

in observing learners in training sessions and trained youth in their working environment to gather more insight on the competency of the teachers and mastery of skills by trained youth. The researcher recorded the behavior observed by taking notes

3.5.3 Document Analysis

This research carried out analysis of documents to collect secondary data such as official records, budgets, advertisements, work descriptions, annual reports, memos, school records, correspondence, informational brochures, teaching materials, newsletters, websites, recruitment or orientation packets, contracts, posters, minutes of meetings, menus, as well as the evaluation data to supplement data gained through interviews. The researcher was guided by the developed tools as shown in appendix 7 for collecting documentaries

The researcher also explained the purpose of the research to the respondents to remove any suspicion. Since the researcher is a board member of the NGO that constitute MUST, he ensured suitable time was set in collaboration with the management.

3.6 Validity and Reliability of Instruments

The importance of a test achieving a reasonable level of reliability and validity cannot be overemphasized. Therefore, the quality of instruments used in research is very important. To achieve this, researchers must ensure that the instruments are reliable and valid. Validity refers to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes. Whereas Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another

3.6.1 Validity

Validity of an instrument is the degree to which an instrument measures what it is supposed to measure and consequently permits appropriate interpretation of scores (Nachimias &

Nachimias, 1996). Before the administration of the research instruments to the sample population, the researcher ensured research instruments were validated. A pilot test was carried out on a small number of respondents to detect any weakness in the design. The researcher in consultation with the supervisor and peers reviewed and analyzed the contents of the questionnaires, interviews and observation schedules to ascertain that the instruments are suitable for the purpose for which they were set and hence remove ambiguity. Piloting was also to assist in determining the length of the time required for the administration of the instruments.

3.6.2 Reliability

Reliability is the measure of the degree to which a research instrument yields a 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. The split half test method involved splitting into two, one half of even numbered item and one half of odd numbered item.

3.7 Operational definition of variables

Training in this study will refer to the type of skill training undertaken

Employment: Youth engaged in formal or informal employment as a result of training in Mukuru Skills Training Centre, employment rate disaggregated by gender. For example percentage of individuals in paid employment reporting that vocational training in MUST provided them with skills needed for their present type of work

Funding: The amount of assistance received from development partners in monetary terms

Gender: Refers to the social attributes and opportunities associated with being male and female. In this study, it refers to male and female who have received training through Mukuru Skills Training Centre.

Operationalization of variable table

Table 3.2: Operationalization of variables

Objective	Variables	Indicators	Measurement	Data collection method	Data analysis
To establish influence of quality of the training on youth employment	Dependent: Youth employment	<ul style="list-style-type: none"> ▪ No of youth targeted/trained for employment ▪ Levels of income for employed youth ▪ Type of employment 	Ordinal Nominal	Documents Analysis	Descriptive
	Independent: Quality of the training	<ul style="list-style-type: none"> ▪ No of youth accessing quality training ▪ % employed ▪ Teacher to learners ratio ▪ No of youth completed training ▪ Amount allocated for each skill/course 	Ordinal Ratio	Vocational training assessment, surveys / interview	Inferential
To assess influence of type of skill training on youth employment	Dependent: Youth employment	<ul style="list-style-type: none"> ▪ Number of youth accessing training from Mukuru Skills ▪ Number employed from a given skill ▪ Number self-employed 	Ordinal Ratio	Document analysis, survey	Descriptive
	Independent: Type of skill training	<ul style="list-style-type: none"> ▪ Number or types of skill trainings offered at Mukuru Skills ▪ Number of youth trained in different skills 	Ordinal Ratio	Centre plans /reports Survey	Descriptive
To establish influence of curriculum in youth employment	Dependent: Youth employment	<ul style="list-style-type: none"> ▪ Number of youth in formal employment ▪ Number of youth in informal employment ▪ Number of youth employed six (6) months after training 	Ordinal Ratio	Surveys	Descriptive
	Independent: curriculum	<ul style="list-style-type: none"> ▪ Number of external inspections per annum ▪ Number of assessment tests per semester ▪ Number of youth passing units in a particular course ▪ % of youth graduating within time 	Ordinal Ratio	Document analysis Survey	Descriptive

3.8 Methods of Data Analysis

After collection of raw data, it was sorted, edited and organized in order to get rid of those questionnaires that were not filled properly. Qualitative data was derived from the open ended questions in the questionnaire and interview guides. Since it is difficult to be completely prescriptive about qualitative data as it is extremely variable in type, qualitative data was organized into key themes as established by open ended questionnaires. Descriptive statistics, frequencies, percentages means and tables was used to analyze qualitative data.

The program Statistical Package for Social Scientists (SPSS) was used to define the different quantitative variables. These variables were defined in all items in the questionnaire. The data collected was analyzed in the most logical and meaningful way and relevant comments made appropriately. The summarized data was used to describe key findings.

3.9 Summary

This chapter dwelt with the research methodology which was used in gathering and analyzing data in respect to research questions highlighted in the first chapter. It facilitated presentations of the research findings in a much easier and comprehensive format. Operationalization of the variables was been provided and the study used a combination of both quantitative and qualitative approaches to ensure all the appropriate information was collected and analyzed using right tools.

Qualitative research that uses a case study approach has been criticized for encouraging researcher bias, which tends to skew data in certain ways (Mason, 2002). The procedures of ethical considerations, multiple methods and acknowledgement of researchers' role assisted in mitigating such biases.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this chapter is to provide data analysis, presentation and interpretation of the findings on the influence of vocational training on youth employment. Frequency tables and percent distribution are presented. The main subheadings include response rate, background characteristics of the youth trained in MUST, and the objectives of the study. The objectives of the study were; to establish the influence of quality of the training in vocational training on youth employment, assess the influence of the type of training courses/skills offered in vocational training on youth employment and to establish the influence of the curriculum in vocational training on youth employment.

4.2 Response rate

Table 4.1 Response rate

Gender	Frequency	Percentage
Male	30	32.6
Female	62	67.4
Total	92	100

Results from Table 4.1, show that 62 (67.4%) of the respondents were female whereas 30 (32.6%) of the respondents were male. These results indicate that there were more female respondents as compared to their male counterparts.

4.3 Background characteristics of youth trained at MUST

Table 4.2 Distribution of background characteristics of youth trained in MUST (n=82)

Characteristic	Frequency	Percentage
<u>Gender</u>		
Female	56	68.3
Male	26	31.7
<u>Age</u>		
15-19 years	25	30.5
20-24 years	38	46.3
25-29 years	17	20.7
30+ years	2	2.4
<u>Education level</u>		
Some primary education	3	3.7
Primary education completed	34	41.5
Some secondary education	14	17.1
Secondary school completed	27	32.9
Some post secondary education	4	4.9
Total	82	100

The data for the study was obtained from 82 youth trained in MUST. Out of the 82 youth interviewed, 68.3% were female and 31.7% were male. This study revealed that majority of the youth trained in MUST were female. Table 4.2 above presents the frequency and percentage of the youth interviewed by gender. Table 4.2 shows that majority (46.3%) of the youth trained in MUST were between the ages of 20 and 24 years, 30.5% were aged between 15 and 19 years, 20.7% were between the ages 25-29 years and a small proportion of youth trained at MUST (2.4%) was 30 and above years of age. The study results revealed that 76.8% of youth respondents were between 15 – 24 years old. Results from Table 4.2 further indicate that

majority of the youth trained in MUST have primary education completed and above. Out of 82 respondents (3.7%) of the youth had some primary education, (41.5%) had completed primary education, 14 (17.1%) had some secondary education, (32.9) had secondary education completed and (4.9%) had post secondary education before joining MUST.

4.4 Influence of quality of training in vocational training on youth employment

Table 4.3 Teachers training skills, knowledge and experience

Rate	Frequency	Percentage
Excellent	37	45.1
Very good	29	35.4
Good	16	19.5
Fair	0	0
Poor	0	0
Total	82	100

In this study, youth trained at MUST were also asked to rate their teachers' training skills, knowledge and experience. Majority of the respondents rated teachers training skills, knowledge and experience as excellent, 45.1% and very good, 35.4%. 19.5% rated them as good. Result of the study from Table 4.3 shows respondents rate on teachers' skills, knowledge and experience.

Table 4.4 Frequencies and percentages on usefulness of skills learnt in life

Rate	Frequency	Percentage
Excellent	44	53.7
Very good	27	32.9
Good	9	11.0
Fair	2	2.4
Poor	0	0
Total	82	100.0

The respondents were asked to indicate their overall rating of the extent to which the skills acquired during studies were useful in their life. The distribution of the responses (Table 4.4) show that 53.7% rated the extent of use of the acquired skills in acquired as excellent. 32.9% very good, 11% good and 2.4% fair. This result was quite satisfactory because it indicated that the training programme of MUST is quite relevant, at least in the areas under study.

Table 4.5 Employment status of youth

Employed	Frequency	Percent
Yes	73	89.0
No	9	11.0
Total	82	100.0

The researcher conducted interviews to gather valid information on employment status for the youth trained at Mukuru Skills Training Centre. Out of 82 respondents interviewed, majority of the youth totaling 73 (representing 89%) were employed. Only 9 had not been employed. The results of the study concurs with the MUST progress report to stakeholders that state that majority of the youth trained at MUST acquire employment. It can be inferred from the data that most of the youth trained in MUST surveyed are being employed or self-employed. Employment among MUST graduates is therefore very high.

Table 4.6 Type of employment

Type of employment	Frequency	Percentage
Formal	16	21.9
Informal	57	78.1
Total	73	100

Research findings from Table 4.6 show comparative picture of youth employment in both formal and informal sectors. Out of 73 youth employed, 57 representing 78.1% were informal employment whereas 16 representing 21.9% were in formal employment. The study revealed that majority of the youth trained in MUST are in informal employment. Further investigation

revealed that apart from being trained on specific skill areas, youth at MUST are also trained on entrepreneurship and business management.

Table 4.7 Period taken to secure employment

Period	Frequency	Percentage
Within 2 Months	11	15.1
Within 4 months	17	23.3
Within 6 months	20	27.4
Over 6 Months	25	34.2
Total	73	100.0

The lag time between graduation and employment, can also be informative with regard to the easiness and/or difficulties by youth trained in MUST in finding employment after graduation. Respondents were asked to state the length of time they had taken looking for jobs after graduation. Table 4.7 shows that out of 73 youth employed, 34.2% acquired employment after six months, 27.4 within six months, 23.3% within four months and 15.1% within two months. The study further revealed that over half (65.8%) acquire employment within six months compared to 34.2% who acquired employment after a period of over six months.

Table 4.8 Employment as a result of being trained at MUST

Employed	Frequency	Percentage
Yes	69	94.5
No	4	5.5
Total	73	100

The study results from Table 4.8 shows proportion of respondents employed as a result of having been trained at MUST. The majority of respondents (94.5%) gained employment as a result of being trained at MUST. only 5.5% did not acquire employment as a result of being trained at MUST.

Table 4.9 Use of skills acquired during training

Adequate skills	Frequency	Percentage
Yes	71	97.3
No	2	2.7
Total	73	100.0

Respondents were asked to assess the relevance and adequacy of the skills acquired at MUST in enabling them to perform the tasks in their current job. The majority of respondents (97.3%) were of the view that the training they received at MUST was adequate; while only 2.7% said they were not adequate. This is further corroborated by the fact that 89% of the respondents were employed (see Table 4.5). This could indicate that youth trained in MUST have acquired adequate skills that are in demand within their areas of specialization.

Table 4.10 Income range from current employment (Ksh)

Income range Ksh	Frequency	Percentage
5,000 – 9,000	62	84.9
10,000 – 19,000	11	15.1
20,000 – 29,000	-	-
30,000 & above	-	-
Total	73	100.0

The income offered by employment in vocation could determine its attractiveness. Table 4.10 shows the distribution of income among vocational training graduates. The majority of graduates (84.9%) earning was between Kenya shillings (Ksh) 5,000 to 9,000 per month. Only 15.1% earn between Ksh 10,000 to 19,000 per month.

4.5 Influence of type of training courses in vocational training on youth employment

Table 4.11 Frequency and Percentage of respondents by area of specialization

Area of specialization	Frequency	Percent
Hairdressing & Beauty	52	63.4
Catering	20	24.4
Arts & Crafts	7	8.5
Masonry	3	3.7
Total	82	100.0

Results of the study from Table 4.11 show that the majority of respondents (63.4%) were in the hairdressing and beauty, followed by 24.4% who were in the catering, 8.5% were trained in arts and crafts and 3.7% were trained in masonry. This shows that the majority of youth trained in MUST identified by this study were in the hairdressing and beauty specialism.

Table 4.12 Cross-tabulation of reasons for choosing course

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Course Trained	Reason for training					Total
	The only option	Passion	For Employment	talent in it	Past experience	
Hairdressing & Beauty	5 (9.6%)	27 (51.9%)	7(13.5%)	10(19.2%)	2 (5.7%)	52 (100%)
Catering	2 (10.0%)	14 (70.0%)	2 (10.0%)	1 (5.0%)	1 (5.0%)	20 (100%)
Arts & Craft	0	4 (57.1%)	0	3 (42.9%)	0	7 (100%)
Masonry	0	1 (33.3%)	1 (33.3%)	1 (33.3%)	0	3 (100%)
Total	7	46	10	15	44	82

The analysis presented in Table 4.12 shows that 51.9% of respondents trained in hairdressing and beauty, 70% in catering, 57.1% in arts and crafts, 33.3% in masonry, chose their respect courses due to passion. 42.9% of respondents trained in arts and craft, 33.3% in masonry, 19.2% in hairdressing and 5% in catering chose their respective courses due to their talent. Table 4.12 indicate that few chose courses as the only option or due to their past experience

Table 4.13 Employment status by area of specialisation

Employed	course / skill did you train on				Total
	Hairdressing & Beauty	Catering	Arts and Craft	Masonry	
Yes	46 (88.5%)	18(90%)	6 (85.7%)	3 (100%)	73
No	6 (11.5%)	2 (10%)	1 (14.3%)	0	9
Total	52 (100%)	20 (100%)	7 (100%)	3 (100%)	82

The youth graduates' status of employment was cross-tabulated with area of specialisation. Table 4.13 shows that out of 82 graduates who indicated their employment status by area of specialization the majority of them (73) were employed. 88.5% of respondents trained in hairdressing and beauty, 90% in catering, 85.7% in arts and crafts, 100% in masonry were employed. Only 11.5%, 10% and 14.3% trained in hairdressing and beauty, catering and arts and crafts were not employed respectively. Table 4.13 shows that there was no significance difference on employment between different skill training areas. This could be indicative of that at some point in the development of vocational training; these areas of specialisation were attractive because of the available job opportunities.

Table 4.14 Cross tabulation of Current employment income by field of specialization

Current employment income (Ksh) per month	What course / skill did you train on				Total
	Hairdressin g & Beauty	Catering	Arts and Craft	Masonry	
5,000 - 9,000	42 (89.4%)	14 (77.8%)	3 (50%)	3 (100%)	62
10,000 -19,000	5 (10.6%)	4 (22.2%)	3 (50%)	0	11
20,000 - 29,000	0	0	0	0	0
30,000 & above	0	0	0	0	0
Total	47 (100%)	18 (100%)	6 (100%)	3 (100%)	73

Table 4.14 shows that majority respondents trained in hairdressing and beauty 89.4%, catering 77.8%, 100% in masonry and 50% arts and crafts earn between Ksh 5,000 – 9,000 per month. 50% of respondents trained in arts and crafts, 22.2% trained in catering and only 10.6% trained in hairdressing and beauty earn Ksh 10,000 – 19,000.

4.6 Influence of Curriculum in vocational training on youth employment

Table 4.15 Frequencies and percentages for the rate of training materials

Rate	Frequency	Percentage
Excellent	32	39.0
Very good	20	24.4
Good	18	22.0
Fair	12	14.6
Poor	0	0
Total	82	100.0

Results from Table 4.15 show that 32 (39%) of respondents rated training materials excellent, 20 (24.4%) very good, 18 (22%) good and 12 (14.6) fair. Majority (85.4%) of the respondents rated training materials as good and above and none rated poor.

Table 4.16 Employment in the field of specialization

Field trained on	Frequency	Percentage
Yes	67	91.8
No	6	8.2
Total	73	100

An item was included on the youth questionnaire which sought information on whether youth acquired employment on their area of specialization. The study revealed that majority of the youth 91.8% had acquired employment in their area of specialization. Only 8.2% had acquired employment outside their area of specialization

Table 4.17 Curriculum instruction and assessment

Course	Percentages				
	Excellent	Very good	Good	Fair	Poor
Instructional strategies	30	50	20	-	-
Material integration	20	60	20	-	-
Materials relevance	40	30	30	-	-

An item was included in the teachers and management questionnaire on instructional strategies that actively engage all learners. The study revealed that 30% of the respondents rated instructional strategies excellent, 50% very good and 20% good. On the extent instruction materials integrate general education skills such as English, technology, and written and oral communication, the respondents rated 20% excellent, 60% very good and 20% good. The study sought information on the extent that the materials help students learn the knowledge and skills or practices needed to be successful in the technical workplace, 40% rated excellent, 30 very good and 30% good.

Majority of the respondents said that instructional materials used in MUST are designed for specific skills. Instructional materials are more relevant because they have more practical

than theory. Courses trained at MUST include hairdressing and beauty, catering, masonry and arts and crafts. All these courses are practical based trainings.

Graduates rated the programmes they did highly in terms of content and instructional quality. They only suggest minimal improvements such as provision of projectors, whiteboards and equipped laboratory

4.8 Summary

This chapter covered data analysis, presentation and interpretation of the findings of the influence of vocational training on youth employment. Statistical Package for Social Scientist (SPSS) was used for analyzing data obtained from the field. Data presentation and interpretation was organized according to research objectives. Data was presented in form of frequency tables and percentages. A total of 92 respondents participated in the research of which 82 were MUST youth graduate, 5 teachers and 5 managers.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to provide summary of the main findings from the study objectives, as well as discussions and conclusions drawn from the study. The aim of the study was to examine the influence of vocational training on youth employment; A case of Mukuru Skills Training Centre. It adopted the following structure; summary of the findings, discussion of the findings, in addition to conclusions and recommendations for policy implementers and suggestions for further research.

5.2 Summary of the findings

The present study built on previous attempts to investigate the influence of vocational training on youth employment (Bello et al, 2007). It was carried out along three research objectives, which were to find out the influence of vocational training on youth employment; A case of Mukuru Skills Training Centre. The majority of respondents were females 67.4%. The study results revealed that majority of respondents 76.8% were between 15 – 24 years old. This shows that vocational training interests direct school leavers (74.4%) who have attained either primary certificate of education or secondary certificate of education. The respondents had mainly graduated in the hairdressing and beauty, catering, masonry, arts and crafts cluster of specialization. The highest proportion of female (83.9%) was in hairdressing and beauty, usually perceived as a female dominated skill while the highest proportion of male 100% was trained in arts and crafts and masonry usually perceived as male dominated skill. Majority (63.4%) of youth trained in MUST identified by this study were in the hairdressing and beauty specialism.

The employment rate among respondents was 89%. The majority of these graduates (78.1%) were employed in the informal sector while 21.9% were employed in the formal sector. 96.2% of male and 85.7% of females were employed respectively. Further investigation revealed

that apart from being trained on specific skill areas, youth at MUST were also trained on entrepreneurship and business management. The majority of respondents (94.5%) gained employment as a result of being trained at MUST. It can be inferred from the findings that majority (89%) of the youth trained in MUST were employed or self-employed. The results of the study concurs with the MUST progress report to stakeholders that majority of the youth trained at MUST acquire employment.

Employment income for MUST graduate varied with majority of them (84.9%) earning between Ksh 5,000 – 9,000 per month mainly trained in catering, hairdressing and beauty. 15.1% of the respondents earn between Ksh 10,000 – 19,000 per month mainly from arts and crafts. Majority of the youth graduates (61.6%) acquired employment within six months and above. The study findings show that majority of the youth 91.8% had acquired employment in their area of specialization. Only 8.2% had acquired employment outside their area of specialization. This could indicate that youth trained in MUST had acquired adequate skills that are in demand within their areas of specialization.

5.3 Discussion of findings

The research findings on the influence of MUST in youth employment revealed that out of a sample of 82 youth graduates, 73 (89%) had acquired employment. these findings concurs with previous research that; vocational training refers to any form of education whose primary purpose is to prepare persons for employment in recognized occupations (Okoro, 1993).

Vocational training is defined as education which mainly leads participants to acquire practical skills, knowledge and understanding, that are necessary for employment in a particular occupation, trade or group of occupations (Atchoeren, 2001). This is in agreement with the study results in which 88.5% of respondents trained in hairdressing and beauty, 90% of those trained in catering and 85.7% of those trained in arts and crafts and 100% of those trained in masonry were employed. The study further revealed that majority of the youth 91.8% had acquired employment in their area of specialization. Only 8.2% had acquired employment outside their area of

specialization. This could be indicative that these areas of specialisation have been in demand because of the available job opportunities.

Evidence shows that the lack of funding is by far the biggest constraint, amongst other barriers, keeping youth out of further education and training (Hafner, 2007). Consequently, imparting of vocational skills in schools is mainly hindered by lack of funds to provide learning resources and lack of qualified personnel leading to poor quality of training (Okoro, 2003). This concurs with the research findings that one of the main challenges facing MUST in provision of quality training services was lack of, and or ad hoc funding for the skill training centre. This is in agreement with the study finding through document analysis on income and expenses by MUST for a period of four years (2008 – 2011), that revealed donors contributed 85% of the annual expenses for MUST and the centre generates 15% from school fees from trainees.

The research found out that MUST introduced light vocational courses that required low investments and could engage part-time trainers who were found easily especially in hairdressing and beauty, arts and crafts. This is in agreement with previous studies undertaken in East and Southern Africa that assert the quality of vocational training and entrepreneurial education in private training institutions is affected by private training institutions concentrating on light vocational skills, business, commercial and service courses because of the high investment associated with technology based courses and usually employing more part-time instructors, who are paid less and use larger class sizes and economize on use of facilities (Zideman, 2000).

The income offered by employment in vocation could determine its attractiveness. Findings from table 4.10 show the distribution of income among vocational training graduates. The majority of graduates (84.9%) earning was between Kenya shillings (Ksh) 5,000 to 9,000 per month. Only 15.1% earn between Ksh 10,000 to 19,000 per month. But overall, the earnings are relatively low compared to stipulated wages by ministry of labour in Kenya. This is in agreement with Kenya gazette notice on regulation of wages order 2012 that set minimum wages for ungraded artisan and artisan grade III in Nairobi, Mombasa and Kisumu at Ksh 11,580.30 and Ksh 14,563.90 respectively (Kenya Gazettes supplement No 68, 2012).

The research finding revealed that curriculum used in some skill training areas was outdated and some teachers had not been inducted into the training curriculum. The study further revealed that teachers lacked forums to share experiences and challenges with like professionals and there were ad hoc inspections from respective institutions for quality assurance. This concurs with previous studies which stated that the vocational training sub-sector in Kenya for instance is characterized by; inflexible and outdated curriculum, a mismatch between skills taught and those demanded by the industries, inadequate quality assurance mechanism, inadequate physical and learning resources and low participation of the private sector necessary to bridge the school-work gap.

The curriculum development in technical training had been greatly influenced by its historical formation; the view of the society, educators, students, that vocational training is for those who are incapable of pursuing academic programmes, the antagonism of fellow educators, lack of curriculum experts in technical education, cost of running vocational education etc (Ogwo, 2006). This is in agreement with the study which revealed that MUST was established to cater for poor and vulnerable youth, who could not proceed either to secondary school or tertiary colleges. Majority of the trainees could not afford training fee and therefore 85% of the institution expenses is through donor funding.

Development of curricular for vocational training over the years has been limp walking due to lack of curriculum experts in the field. Pioneers in vocational training did not have much education in curriculum development and therefore the inadequate education received by the pioneers of vocational education exposed them to severe psychological intimidation in the hands of the well read general educators (Oramu, 2006). This concurs with the study findings that MUST has not developed comprehensive curriculum for arts and craft courses that is assessed internally by the training centre.

The study finding revealed that the head teacher at MUST referred to as the Project Manager did not attach a lot of value to supervision of the implementation of the curriculum.

This was in contrast with the literature based evidence which suggests teachers are charged with the responsibility of ensuring that learners get quality education (MOEST, 2000). The head teacher should enhance the standards of education provided by making references to schemes of work, registers, lesson plans, records of work covered, learners' exercise books as well as supervision of classroom teaching. Head teachers should monitor the school progress as far as the coverage of the syllabus is concerned (Gerald, 2001). However the research findings concurs with previous studies that head teachers shunned supervision of the teaching-learning process and regarded it as an avenue for demoralizing teachers and hindering them from conducting their duties effectively (Mutune, 2005).

Age was not considered a key variable in sampling of graduates in this study. However, information on respondents by age was analysed to give insightful understanding of respondents to the study by these variables. Apart from depicting a possible fair distribution of sampling by age, this information could highlight the attractiveness of vocation education by age. Result from Table 4.2 shows the distribution of respondents by age. The majority of respondents (46.3%) were between the ages of 20 and 24 years, followed by 30.5% of respondents who were aged between 15 and 19 years and 20.7% of respondents were between the ages 25-29 years. A small proportion of youth trained at MUST (2.4%) was 30 and above years of age. This shows that vocational training interests direct school leavers who had attained either primary certificate of education or secondary certificate of education. The study results revealed that 76.8% of the respondents were between 15 – 24 years old. From the study findings, it can be inferred that MUST was sufficiently meeting its objective of targeting the young people of 15 – 24 years old

5.4 Conclusions

Each system in a sense is unique in its history and development, but lessons could be drawn. In the case of MSDP, parents of St. Elizabeth Primary School in Lunga Lunga requested for a non formal skills facility for their children which prompted baseline survey. Consequently MSDP founded the Mukuru Skills Training Centre as one of its projects in 2003 as a response to the deteriorating condition of the youths due to drug addiction, school dropouts, idleness , crime

and disintegration of family social fabric and values. At its inception in 2003 the project was designed to assist post primary young people, primary school drop outs, young mothers and jobless youths of Mukuru Slums to develop sustainable and practical skills, access capital, initiate small businesses and improve their livelihoods. MUST sought to equip vulnerable youths from ages 14 -25 years {both boys and girls} and above by offering them employable skills initially in a six month hairdressing and beauty course, a one year catering course, one year arts and craft course, entrepreneurial and other life related skills were incorporated. Masonry course was introduced in 2010. Today, the centre is offering certificates courses through KNEC and DIT that are recognized by employers.

The research findings on the influence of MUST in youth employment revealed that out of a sample of 82 youth graduates, 73 (89%) had acquired employment. it can therefore be concluded that MUST was realizing its objectives of equipping youth from Mukuru slums with employable skills. Table 4.13 shows that out of 82 graduates who indicated their employment status by area of specialization the majority of them (73) were employed. Out of which 46 (63%) of respondents trained in hairdressing and beauty, 18 (24.7%) in catering, (6) 8.2% in arts and crafts, and 3 (4.1%) in masonry were employed in their area of specialization. Majority of female were trained in hairdressing and beauty that is perceived as female oriented whereas only male graduates had been trained in arts and crafts and masonry perceived as male oriented vocation within the environment of the study.

Except for a few countries, vocational training provision in Africa is spread over different ministries and organisations, including NGOs such as MSDP and church-based organisations, with a multiplicity of testing and certification standards. This situation has implications for standardization of training, cost-effectiveness, quality assurance, recognition of prior learning, and the further education of vocational institutes' graduates, because of the absence of a framework for mutual recognition of qualifications. The diverse vocational institution management structures and the sharing of supervisory responsibilities by various government bodies and ministries account for some of the inefficiencies in the system, like duplication and segmentation of training, and the absence of a common platform for developing coherent policies

and joint initiatives. This is a challenge facing MUST and therefore there is need for harmonization of structure to ensure effective supervision.

5.5 Recommendations

The researcher spent a significant time generating data on the students who had been trained in MUST since 2003. Most of the data was hard copies and some had been misplaced. Also getting areas of work for youth who had graduated from MUST was a big challenge due to lack of database. Therefore, MUST needs to develop and keep databases of their graduates and work to establish alumni associations that could assist in updating the database

The average teachers in MUST are young or in mid-career with the majority being diploma holders. This has implication on the kinds of in service training or further education that could be organized to ensure that teachers are continually exposed to new technology, teaching strategies and industrial work experience. A few teachers had taken advantage of existing opportunities in the country to further their professional training, mostly at their own cost and time. MSDP need to provide incentives and rewards for MUST teachers to access further training. This is absolutely critical in MUST teachers' profession due the rapidly developing technology. Lifelong learning needs be made an integral part of the life of MUST teachers.

It is also important to remember that many stakeholders can contribute to the improvement efforts of an organization. Youth, staff members, funders, board members, community members and government have a stake in the program and can provide insights into how the program might be improved. Youth input would ensure the program better meets young people's needs and also serves as a learning opportunity, For example, young people can help develop, administer and analyze youth surveys, or conduct interviews with current and former participants. Employers would also provide feedback on the performance of MUST graduates. MUST therefore need to develop a strategy to actively involve all stakeholders to benefit from their diverse resources and ensure sustainability of the training centre. This could be done

through annual or semiannual stakeholders' forums among other strategies that are practical and cost effective to the institution.

Assessment is a core element in teaching and learning process that continually provides feedback to the learners. The study revealed that some teachers assessed learners using continuous assessment tests. This was not conducted frequently as observed during document analysis and indepth interview with teachers. Moreover, the study was conducted towards the end of the term but many teachers had administered on average of two tests. The assessment conducted by the teacher is normally formative and therefore enables the teacher to assess the learners' progress as well as the teachers' pedagogical effectiveness. Thus assessment needs to be conducted more frequently and feedback provided to learners. Teachers need to also include frequent assessment as one of the strategies to enhance performance in specific skill training areas.

Most teachers expressed the desirability of establishing active links between MUST and the labour market to ensure the relevance of their training programmes. Unfortunately the same teachers reported weak links currently existed between the training centre and the labour market. Much needs to be done to achieve the desired cooperation between MUST and the labour market. Clearly the initiative must come from the training centre reaching out to industry or the labour market. This would hopefully lead to MUST graduates acquiring employment with relatively better wages.

Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. Other requirements include relevant textbooks and training manuals and qualified instructors with experience in enterprises. Well-qualified instructors with industry-based experience are hard to come by, since such categories of workers are also in high demand in the labour market. But they could be suitably motivated to offer part-time instruction in vocational training for various skills in MUST.

In consultation with relevant institutions, MUST needs to establish a system of reviewing its training programme within a specified period of time, for example ten years like the case of Singapore.

5.6 Suggestions for further research

There is need for scholars to undertake research that would enable donors overcome their dilemma in supporting both basic and vocational trainings. This would ensure availability of more resources to vocational institutions

Further research would be needed to ascertain the impact of investment in training on enhancing individual's competitiveness in labour market. This will assist vocational institutions and the government on their strategic planning for attainment of vision 2030.

A comprehensive research would be needed involving, labour market, economic growth and business support policies. This would provide a road map for planners in Kenya and steer the country towards economic growth as has been the case in Malaysia

German system of vocational training has been hailed as an excellent example. However this requires further research to find out its applicability in Kenyan environment.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITTAL

Gabriel Mbokothe
Box 1722 – 90100
Machakos

Dear Respondent

The undersigned is conducting a study on “The influence of vocational training on youth employment: the case of Mukuru Skills Training Centre” as my research project through department of Extra Mural Studies University of Nairobi. I have been granted permission by the board and the management of Mukuru Slums Development Project

The objective of this research project is to examine the influence of MUST in youth employment. Through your participation, I eventually hope to understand how MUST can effectively attain its objective of empowering youth with relevant employable skills to improve their social economic situation. Whatever you share will remain confidential and results of the study will be presented as an aggregate finding.

Thank you very much.

Yours faithfully,
Gabriel Mbokothe

APPENDIX 2: YOUTH QUESTIONNAIRE

1 Gender (Tick in one box)

a Male

b Female

2 Age

a 15 – 20 yeas

b 20 – 24 years

c 25 – 29 years

d 30 and above

3 Highest level of education before joining MUST

O Some primary education

O Primary education completed

O Some secondary education

O Secondary school completed

O Some post secondary education

4 a) What course / skill did you train on?

a Hairdressing & Beauty

b Catering

c Arts and Craft

d Other

b) Why did you choose the course above?

5 a) How would you rate the teachers' training skills, knowledge and communication abilities?

- a excellent
- b very good
- c Fair
- d poor

b) How would you rate the training materials and tools used during your training?

- a excellent
- b very good
- c Fair
- d poor

c) In a scale of 1 – 4, how would you rate the skill you learnt in your life? (Benefits, interest etc)

- a Excellent
- b Very good
- c Fair
- d Poor

6) Who paid for your school fees?

- a Parent
- b Guardian
- c Self
- d Other

7) What were you doing before joining MUST?

- a Living with parents / guardian
- b Employed
- c Living in the street
- d Other

8) a) Are you employed?

a Yes

b No

b) If yes what type of employment?

a Formal

b Informal

c) How many months after the completion of the course did you find regular employment?

a Within 2 Months

b Within 4 Months

c Within 6 Months

d Over 6 months

9 (a) Did you get your employment as a result of having being trained at MUST?

a Yes

b No

(b) Is your employment in the field of work for which you were trained on at MUST?

a Yes

b No

c) Did the training at MUST provide you with adequate skills needed for your present type of work

a Yes

b No

10 What is your income range from your current employment (Ksh)

a 5,000 – 9,000

b 10,000 -19,000

c 20,000 – 29,000

d 30,000 and above

16 Is there anything else you would like to say about the training provided or the way vocational training services could be provided?

APPENDIX 3: YOUTH INTERVIEW GUIDE

Self-introduction

My name is.....and am a student in the School of Distance Education at the University of Nairobi and currently conducting a study on the influence of vocational training on youth employment: the case of Mukuru Skills Training Centre (MUST). The objective of this research project is to examine the role played by MUST in youth employment. Through your participation, I eventually hope to understand how MUST can effectively attain its objective of empowering youth with relevant skills to improve their livelihood.

Confidentiality and consent: During the discussion we'll talk about your skill training with MUST and experience thereafter. Whatever you say will remain confidential and results of the study will be presented as an aggregate finding to the client. Your name will never be used in connection with any of the information you tell me.

Moderator: Thank the respondent for accepting to be interviewed and assure him/her of the confidentiality of the discussion

Moderator: Ask the respondent if they have any questions and provide the necessary

Guide outline

1 Highest level of education before joining MUST

1) Query highest level of education and the plan the person has on education

2 What course / skill did you train on at MUST?

Query the course that was undertaken and probe for reasons and the decision for choosing the course

- 3 How would you rate the teachers' training skills, knowledge, and communication abilities?
 - a) Query teachers' knowledge and competency in training from the trainee's perspective
 - b) Probe for reasons on the answers provided by the trainee on teachers competency in imparting knowledge

- 4 Who paid for your school fees?

Probe how the trained youth financed his / her training and what s/he was doing prior to joining training at MUST

- 5 Are you employed?
 - a) Query if the person is currently employed and the type of employment (formal or informal)
 - b) Probe how long it took the person to gain employment after completion of the training

- 6 Did you get your employment as a result of having being trained at MUST?
 - a) Probe if the person got employment as a result of having acquired skills through training at MUST or just because of being associated with MUST i.e. through reference
 - b) Query if the employment is in the field of work for which s/he was trained on at MUST?
 - c) Probe how adequate was the training at MUST for your present type of work

- 7 What is your salary range from your current employment (Ksh)
 - a) Probe the salary or income the person is receiving from current employment (formal or informal)
 - b) Query if without current skills learnt at MUST, the person would be earning same income/salary

- 8 Is there anything else you would like to say about the training provided or the way vocational training services could be provided?

APPENDIX 4: TEACHERS AND MANAGEMENT QUESTIONNAIRE

1) Gender

a) Male

b) Female

2) Highest level of education

a) Primary

b) Secondary

c) Tertiary

d) University and above

3) How long have you been teaching/training at MUST?

3) a) What skills/courses does MUST train youth on? (List them)

b) What are the duration of the programmes of study?

c) What are the aims and objectives of the training programmes?

d) How were these courses identified and justified?

e) Who validates the courses?

4) How are 'skills' and or competencies examined?

5) How do you select / recruit trainees

b) Do you assess students before and after the training?

Yes

No

c) Do the trainees receive formal certification on completion of training?

Yes

No

c) If trainees receive a certificate, what value do employers place on this?

6) Rate the following statements on 1 – 4 scale based on curriculum instruction and assessment
 Excellent 4, Good 3, Adequate 2 weak 1

Statement	4	3	2	1	Describe the evidence that supports your rating
To what extent do the materials support instructional strategies that actively engage all learners?					
To what extent do the materials integrate general education skills such as English, technology, and written and oral communication?					
To what extent will the materials help students learn the knowledge and skills or practices needed to be successful in the technical workplace?					

7) a) What mechanisms are in place to assist successful trainees to gain employment?

b) What proportion of trainees gain employment in the field of work for which they have been trained?

8) What proportion of trainees (by gender) do not complete the programmes and for what reasons?

9 a) Does the training centre have adequate training resources?

Yes

No

b) If no what plans do you have in place to acquire them?

10) a) Does the training centre charge fee for training?

Yes

No

c) If yes, is fees paid by students enough to run the institution?

Yes

No

d) If no, do you get funding support from external sources?

Yes

No

d) If yes, about what percentage of your total annual budget

10) What role does the following play?

a) Government,

b) Community

c) Others

12 Is there anything else you would like to say about the training provided or the way vocational training services could be provided?

APPENDIX 5: TEACHERS AND MANAGEMENT INTERVIEW GUIDE

Self-introduction

My name is.....and am a student in the School of Distance Education at the University of Nairobi and currently conducting a study on the influence of vocational training on youth employment: the case of Mukuru Skills Training Centre (MUST). The objective of this research project is to examine the role played by MUST in youth employment. Through your participation, I eventually hope to understand how MUST can effectively attain its objective of empowering youth with relevant skills to improve their livelihood.

Confidentiality and consent: During the discussion we'll talk about the MUST and its engagement skill training for the youth in Mukuru. Whatever you say will remain confidential and results of the study will be presented as an aggregate finding to the client. Your name will never be used in connection with any of the information you tell me.

Moderator: Thank the respondent for accepting to be interviewed and assure him/her of the confidentiality of the discussion

Moderator: Ask the respondent if they have any questions and provide the necessary

Guide outline

1) How long have you been teaching/training at MUST?

Probe the period s/he has been teaching at MUST and what motivated him/her

2) What skills/courses does MUST train youth on? (List them)

a) Query the type of skills / courses offered at the centre and the duration for each

- b) Probe what process was used in identifying the skills /courses, who were involved in the process
 - c) Probe which skills are more preferred by learners and why
 - d) Query if courses are validated and who validates them.
- 3) How are 'skills' and or competencies examined?
- a) Probe how skills and competences acquired by learners are examined
 - b) Query how the quality for various courses is maintained
- 4) How do you select / recruit trainees
- c) Probe hoe trainees are recruited, who are involved in recruitment and if there is any set criteria for recruitment
 - d) Query whether there is any assessment done before and after the training and how it's conducted.
 - e) Probe if trainees get certificate and how they perceive employers value them.
- 5) On instructional Strategies, Probe how curricula support teaching strategies that engage students in active learning? Then on assessment, probe the extent assessments or required activities measure the adequacy of the student's knowledge and skills required in the workplace? Are assessments embedded in the curriculum in a way that facilitates learning? On the Personal Qualities, probe if the curricula encourage character development consistent with what is required in the workplace? Among the desirable character traits are responsibility, time management, and integrity
- 6) What mechanisms are in place to assist successful trainees to gain employment?
- a) Probe how the institution assists youth after training to get employment
 - b) Query how many trainees gain employment in the field of training and which training fields are more marketable

- 7) What proportion of trainees (by gender) do not complete the programmes and for what reasons?
- a) Query the proportion of the trainees by gender who drop before completion of the course
 - b) Probe the reasons that led to dropping out
- 8) Does the training centre have adequate training resources?
- a) Probe if the training centre has adequate training materials for various skills and if not query the initiatives underway to address the gap
- 9) Does the training centre charge fee for training and is it adequate to run the institution
- b) Query whether students pay fees and if its enough to run the centre. If not probe how the institution gets additional funding for the programmes
 - c) Prod on the annual budget for various Skill / courses allocation. If possible get exact amount per course/skill training
- 10) does MUST involve stakeholders such as community, government, donors etc? If yes what role do they play?
- a) Probe the exact activities they are involved in and how often
 - b) Query how the training centre views their role
- 11) Do you have a gender policy for the training centre?
- a) Probe the understanding of gender and how the institution is responding to gender equity
 - b) Query if the training institution has a gender policy and if possible obtain a copy.
 - c) Probe what challenges if any they face in mainstreaming gender in their trainings
- 12) Is there anything else you would like to say about the training provided or the way vocational training services could be provided?

APPENDIX 6: OBSERVATION SHEET

Observer	Trainer in session (tick where appropriate)
Date	Trained youth at work

SKILLS	RATING	COMMENTS
	1 – Poor 2 – Fair 3 – Good 4 – Excellent	
<i>Communication skills</i>		
Demonstrates appropriate body language		
Speaks clearly and audibly		
Listens and asks clarifying questions as needed		
Conveys information clearly		
<i>Presentation skills</i>		
Effective use of visual aids		
Presents information in creative ways		
<i>Facilitation Skills</i>		
Creates comfortable learning / working environment		
Evaluates learning at end of session		
Customer satisfaction		
Interaction with learners / customers		

Training / working techniques

a) List the training / working techniques during this session. Comment on the effective of each technique

b) _____

c) What areas require improvement?

d) _____

e) Other Comments

Observer's signature _____

Date _____

APPENDIX 7: DOCUMENT ANALYSIS WORKSHEET

1. (a) Type of document (check one)

Annual Report

Proposal

Progress Report

Interviews

Donors report

Other _____

b) Date(s) of the document _____

c) Topic and author of the document

2 (a) document Information: List three things the author said that you think are important for this study

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b) Why do you think this document was written?

c) What evidence in the document helps you know why it was written? Give examples from the document to support your opinion

d) List two things the document tells you about the status of Mukuru Skills Training Centre at the time the document was written

e) Does the document conflict or agree with other things you have read about the topic
