

**THE IMPACT OF VOCATIONAL EDUCATION AND TRAINING ON
SOCIOECONOMIC EMPOWERMENT OF YOUTH IN MUKURU (2011 – 2015)**

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DECLARATION

DECLARATION BY CANDIDATE

I declare that this Research Project Proposal is my original work and has not been submitted to any other university for academic degree award. It is submitted in partial fulfillment of the requirement for the award of Master of Public Administration at the University of Nairobi. The work contain no copied sections either in whole or in part except with detailed, complete and accurate referencing.

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DECLARATION BY SUPERVISOR

This Research Project Report has been submitted for examination with my approval as University Supervisor.

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ACRONYMS AND ABBREVIATIONS

CEDEFOP	European Centre for Development of Vocational Training
EU	European Union
FNBE	Finish National Board of Education
IEA	Institute of Economic Affairs
ILO	International Labour Organization
NGO	Non-Governmental Organizations
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
YEDF	Youth Enterprise Development Fund

ABSTRACT

Youth unemployment is a common phenomenon in many informal settlements in Kenya. Despite being economically productive, many youth continue to languish in poverty due to lack of employability skills. The Government and other private actors have made considerable efforts to increase the capacity of youth to gain access to employment. In Kenya, initiatives such as Youth Development Fund, UWEZO Fund and establishment of TVET institutions have been undertaken to provide youth with employability skills and seed capital for entrepreneurship development.

Cognizant of these efforts, this study focused on assessing the impact of Vocational Education and Training on socioeconomic empowerment of youth in Mukuru slum. The slum was purposively sampled due to ease of access, its closeness to the industrial area and high population of unemployed youth.

Descriptive research design was used, targeting youth between 15 and 35 years old from 3 TVET institutions in Mukuru slums. Respondents were selected using different sampling techniques including stratified sampling, simple random sampling and purposive sampling. Questionnaires, in-depth interviews and Focus Group Discussion were used to collect both primary and secondary data, which was thereafter coded and analyzed using Statistical Package for Social Sciences (SPSS) version 23.

The study revealed that personal interest, job satisfaction and future employment prospects are the key factors influencing the choice of TVET course by youth. It also demonstrated that TVET courses equip youth with multiple skill benefits such as self-awareness, effective communication, stress management, time management, interpersonal relations, and basic problem solving. Irrespective of their employment status, the study indicated that majority of the youth are still able to utilize their acquired TVET skills.

The study concluded that TVET, as a source providing skilled workers, plays a significant role in enhancing socioeconomic empowerment of youth in Mukuru slums. Finally, it makes recommendations to public policy makers, development partners and the academy.

CHAPTER ONE: INTRODUCTION

1.1. Background to the Study

According to the Human Development Report of 2015, about half of the global population comprise of youth below 30 years (UNDP 2015). It is expected that by the year 2030, the global population would have reached 8.6 billion people (United Nations 2015, p.9). “Africa, Latin America and the Caribbean and Asia are considered the fastest population growth areas, accounting for 1.7 billion children and 1.1 billion young persons in 2015” (ibid 2015, p.9). “In Africa, children under the age of 15 years accounted for 41 per cent of the population while young people aged between 15 to 24 years accounted for a further 19 per cent in 2015” (United Nations 2015, p.13). Public policy formulators in many countries are therefore concerned with the ever increasing population of youth, prompting states to take proactive measures in harnessing youth potentials to ensure they are productively engaged.

The phenomenon of youth population increase bears positive prospects as well as challenges to humanity and is compounded with different reactions throughout the globe. On the one hand, youth are viewed as potential security threats and a source of disharmony in the society, particularly with the rising rates of unemployment, religious radicalism and terrorism. There is an established trend across different continents that place youth at variance with many social norms, either as victims or perpetrators of violent crime, drug abuse and trafficking, promiscuity, and civil strife UNDP (2014). On the other hand, however, youth have also demonstrated immense capabilities in enhancing the socio-political and economic development of their respective societies whenever their talents and skills are harnessed and well utilized. They stand at the forefront of innovation and creativity, particularly in the field of information technology (UNDP 2014).

The rapidly increasing youth population prompts for better systems and structures that acknowledges and develop the aspirations of young people to achieve their best potentials. Such systems and structures must guarantee access to quality education, health care services, decent employment and meaningful opportunities to contribute in decision making by youth. A positive societal attitude about youth and subsequent investment in their abilities as agents of social transformation is paramount in promoting sustainable development and the common good of all.

As rightly asserted by International Labour Organization (ILO) (2015, p.5), “a happy youth is indeed one faced with exciting options for the future”, particularly when they can gradually transition into the world of productive and dignified employment to overcome poverty and social exclusion.

Regrettably, youth across the globe are faced with serious sociopolitical, cultural and economic setbacks that diminish their potential to fully and meaningfully participate in the life of their respective societies. Conspicuously, about “87 per cent of young people living in developing countries face challenges brought about by limited and unequal access to resources, healthcare, education, training, and employment as well as social, economic and political opportunities” (UNDP 2014, p.10).

According to UNDP (2015, p.63), in 2015, there were about 74 million unemployed young people worldwide, aged between 15 and 24 years old. The gravity of youth unemployment was worse in countries like Greece and Spain where slightly over half of the economically active youth remained unemployed owing to increased incidences of school dropouts and mismatch between available skills and those sought after in the job market (UNDP 2015). Swaziland also experienced a similar fate in which youth aged 15 to 24 years remained unemployed, representing about 42 per cent of the country’s population in 2007 (UN 2013, p.7). Similarly, in Kenya, it is estimated that “80 per cent of the 2.3 million unemployed are young people between 15 and 34 years of age” according to UNDP (2013, p.16).

Education is an important threshold for socioeconomic empowerment of youth. As a transformational tool, it instills in youth the right set of knowledge, skills and competencies necessary for a fulfilling career and a stable social life. Through education, youth are better equipped with tools to actively engage in economic productivity. Technical and Vocational Education and Training (TVET), as conceptualized by Leon Tikly (UNESCO – UNEVOC 2013, p.3) is an important “source contributing a pool of skilled workers to the labour market” (Kraguland & Hansen 2014). The skills acquired through TVET enable young people to engage in productive employment, earn income and overcome abject poverty and social exclusion.

The place of TVET in a speedily globalizing world cannot be overstated, especially in the wake of rapid technological changes, trade liberalism and increased competition as currently witnessed

across different regions (Nyerere 2009). This experienced changes in the global market demands for higher capabilities and productivity among employees, which must be continuously harnessed and developed. Developed countries such as Italy, Sweden, Brazil, Japan and China, are cognizant of these changes and have taken prompt measures to increase funding for TVET institutions. As a result, students from these countries are more exposed to “vocational training and to a culture of scientific investigation and application at an early age” (Nyerere 2009). Other countries like Denmark are also undertaking serious TVET reforms, strengthening linkages between schooling and work experience as well as providing adult workers with limited experience and skills an opportunity to upgrade (Kraguland & Hansen 2014). “Europe, in general, has about 50 per cent of students in upper secondary education pursuing vocational education while China, India, and South East Asia the figure is about 35 to 40 per cent. Africa, however, still lags behind at about 20 per cent” (Nyerere 2009, p.4).

Ahlgen et al (2007, p.10) observes that “TVET experienced a 30 per cent growth from 58, 637 in 2002 to 76,516 in 2007” in Kenya, but according to Nyerere (2009, p.4), there is still significant lack of “commitment through policy framework and financing by both the Government and donor countries” in support of TVET. This lack of commitment to TVET may derail the country’s efforts to realize its Vision 2030 objectives and contribute to the realization of the global Sustainable Development Goals, particularly access to decent work and economic growth for young people.

1.2. Statement of the Problem

The Government of Kenya and other non-state actors have, over the years, made interventions to promote the skills development of young people to acquire competencies needed in the job market and to nurture entrepreneurship. These efforts can be traced from way back during the construction of Kenya - Uganda railway in 1924 when the formal training of artisans and craftsmen began at Kabete Industrial Training Depot (Simiyu 2009). During this time, traders and labourers of Indian decent as well as Christian missionaries “brought in technicians and made effort to train Kenyans in different skills to assist in the maintenance of tools and equipment and services for the railway” (Simiyu 2009). Simiyu (2009, p.13) advances that the “breakthrough for TVET in Kenya was the setting up of a Commission for Higher Education in 1954”. This aided the founding of Royal Technical College that later became the University of

Nairobi (Simiyu 2009), setting the pace for the establishment of other TVET institutions.

The Government of Kenya has also facilitated availability to seed capital for entrepreneurial development of youth in the country. This initiative was enabled through the institution of the Youth Enterprise Development Fund (YEDF), “established in 2006 and transformed into a State Corporation in 2007 with the sole purpose of reducing unemployment among the youth between 18 to 35 years” (Kimando – Njogu & Kihoro 2012, p.64). In addition, the UWEZO fund was also created by the Government to facilitate access to startup capital for entrepreneurship development of women and youth.

The growth of TVET institutions in Kenya has been experienced both in the formal and informal sectors of the economy. These institutions have made significant contributions in bridging the knowledge and skills gap required by youth to be productive in the job market. A wide range of courses are offered by these institutions from motor vehicle wiring and mechanic, building and construction, art and design, carpentry, electrical installation, hairdressing, dressmaking and tailoring, leather work, hand crafts, catering, computer studies and so forth. The “Jua Kali Sector,” has also seen private individuals equip youth with apprenticeship skills necessary for industrial growth and economic productivity.

The County Governments in Kenya have now an extended mandate, requiring them to establish, revive and oversight village polytechnics in their respective counties. This has anchored the centrality of TVET as a key driver of industrialization and youth economic empowerment by providing youth with technical, as well as soft skills, needed for the realization of the Kenya Vision 2030 agenda.

In spite of all these positive efforts by the Government and other Non-state actors, many youth in Kenya remain socially and economically disempowered. In the informal settlements, many youth continue to languish in poverty, unable to secure gainful employment like other youth. The lack of “employability skills” increases the vulnerability of many youth as working poor or completely denies them viable opportunities for gainful employment. Despite this lack of “employability skills” among the youth, fewer youth are enrolled for TVET courses in the informal settlements. There is also a compelling societal pressure for academic grades and white collar jobs that downplays the role of TVET as a means through which youth can acquire

technical and industrial skills for their socioeconomic empowerment and general industrial growth.

TVET continue to be deprived of resources, particularly funding and other necessary investments required for its growth. This is in sharp contrast to the reality that many youth are unable to transition to secondary schools, colleges and universities. Inability to afford school fees and poor academic grades contributes to this poor transition rates, rendering them with limited options for career development.

The 2015 Kenya Certificate of Primary Education (KCPE) results presented a dreary future for many youth. The KCPE results announced in January 2016 estimated that about 200 000 candidates would not transition to secondary school after failing to attain the set cutout of 200 marks (Aduda 2016). There were also widespread exam cheating, which led to the nullification of many students' results. Consequently, it was evident that many youth would continue living in poverty, lacking employability skills due to inability to further their education and acquire the necessary skills and competencies.

Finally, the dire state of dilapidation of many TVET institutions, lack of training resources, inflexible curriculums, and ill-trained personnel remains a critical area of concern as indicated by Nyerere (2009). It is a critical area of inquiry as to whether in this state of affairs, these TVET institutions are able to impart youth with the much demanded industrial and technical skills necessary for employment and their socioeconomic transformation.

It is alongside this background that the study proposed to assess the impact of vocational education and training on socioeconomic empowerment of youth in Mukuru.

1.3. Overall Question

1.3.1. In what ways does vocational education and training enhance youth socioeconomic empowerment in Mukuru slums?

1.4. Specific Questions

1.4.1. What individual motives influence the choice of TVET courses by youth in Mukuru slums?

- 1.4.2. In what ways do youth in Mukuru slums benefit from TVET courses?
- 1.4.3. In what ways do TVET courses facilitate the transition into employment for youth in Mukuru slums?

1.5. Overall Objective

- 1.5.1. To examine whether vocational education and training enhance socioeconomic empowerment of youth in Mukuru slums.

1.6. Specific Objectives

- 1.6.1. To examine the individual motives behind the choice of TVET courses by youth in Mukuru slums.
- 1.6.2. To examine the benefits that accrued from TVET courses for youth in Mukuru slums between 2011 and 2015.
- 1.6.3. To examine how TVET courses facilitate youth from Mukuru slums to transition into employment.

1.7. Justification of the Study

Studies conducted on youth entrepreneurship development as well as assessments to ascertain access and utilization of youth funds in Kenya have received adequate attention. However, information regarding TVET, particularly its role in facilitating youth to acquire competencies necessary for socioeconomic empowerment remains scanty. This critical gap in knowledge is what the study aimed to examine.

A study was conducted by CEDEFOP (2011) to review “the benefits of TVET in 21 European countries”. Despite demonstrating the many benefits derived from TVET institutions in Europe, the study did not reveal whether similar gains can be directly inferred to TVET institutions found in Mukuru, particularly in their current establishment. It is notable that TVET institutions in Mukuru lack adequate resources compared to Europe, have limited staff competency, and are less adaptable to the dynamic market trends. Taking into account the current state of TVET institutions in Mukuru, the study examined the capacity of these institutions to impart appropriate skills for youth socioeconomic empowerment.

A survey on “Youth Polytechnics in Kisii Central”, conducted by Maronga – Maroria & Nyikal (2015) outlined several factors that may influence the choice of vocational training among youth. However, the survey did not reveal the socioeconomic impact upon which these choices may have on individual youth that this study examined.

This study specifically focused on Mukuru slums, selected due to its increasingly high population of unemployed youth. Many of these youth lack employability skills and continue to live in abject poverty despite the presence of many TVET institutions in the area and its prime location next to the industrial area. The study period, 2011 and 2015, was also selected to ensure the most recent findings on how TVET has impacted on the socioeconomic lives of youth in Mukuru slums was obtained.

This study shall inform public policy makers, especially those in education and the economic sector. The findings and recommendations derived from this study will enhance policy decisions for improved institutional and operational reforms in the TVET sector in Kenya.

The academy shall also benefit from the findings and recommendations of this study, which lays basis for future research besides providing important information on the status of TVET institutions in Kenya.

Finally, development partners interested in TVET sector will also benefit from the study findings and recommendations. Through this study, they will gain insight on the current status of TVET institutions in the informal settlements in Kenya and therefore know where to prioritize their investments.

1.8. Limitations and Scope of the Study

This study evaluated “the impact of TVET on socioeconomic empowerment of youth in Mukuru”. The study collected data between January 2017 and March 2017, limiting its geophysical scope to Mukuru slums because of financial constraints. In particular, the study targeted youth in Mukuru slums who had undertaken TVET courses between 2011 and 2015 as sources of primary data, including administrators of institutions, potential employers, parents/guardian and a village elder.

1.9. Definition of Terms

Youth

The term “youth” as used in this study is contextualized to the Kenyan situation where youth refers to someone between 15 and 35 years old. However, there are other definitions of youth as stated by the United Nations General Assembly, stating that youth are people between 15 and 24 years old (UNDP 2014).

Employability Skills

The term “employability skills” as used in this study refers to knowledge, skills and competencies acquired by TVET trainees through a process of learning and which improves their qualifications in the competitive world of employment.

Socioeconomic Empowerment

In this study, the term socioeconomic empowerment is used to refer to a state of positive social and economic transformation attributed to improved individual’s self-esteem, social acceptance and personal income.

Vocational Education and Training

In this study, vocational education and training refers to education based on practical workplace knowledge and skills acquired by individuals to prepare them for industrial work, trade and other entrepreneurial undertakings.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This section expounds on the scholarly works appraised by the study. The articles reviewed are aligned to the research objectives and organized into the following categories. (i) works on individual motives among youth for choosing TVET, (ii) works on benefits accruing from TVET for youth, (iii) works on youth transition into employment after completing TVET courses, (iv) finally, the study reviews suitable theories in order to identify a suitable theoretical framework for explaining the findings of the study.

2.2. Motives for Trainees' Choice of TVET Courses

A study conducted by Edwards & Quinter (2011, p.81) focused on “factors influencing career choice among form four secondary school students in Kisumu Municipality, Kenya”. The study used descriptive research design, targeting 332 students through stratified sampling technique. According to the study, outcome expectancy emerged as the most influential attribute students may consider in determining their career choices. The study also revealed that students were influenced, not only by their learning experiences, but also by the careers in which their friends and relatives were already engaged in, including faith. Edwards & Quinter (2011) contended that the influence derived from friends and relatives in a given career was only to the extent that this was perceptions as a necessary linkage to future job opportunities. Other studies, however, are in contradiction to this assertion, indicating that role models play such an important role in influencing career choices of students. This study explored the extent to which role models influenced youth career choices in relation to TVET training.

Other scholars have also written extensively on this subject: For example, Mohd – Saller & Mostapha (2010, p.55) conducted a survey “to investigate the influence of personal and contextual aspects on a student’s career planning and development in Malaysian”. This survey, using stratified random sampling technique, included a population of 1436 form five students drawn from at least 22 TVET institutions. Accordingly, the study established that role models had a significant influence in the technical career choices of students irrespective of whether they were family members, friends or people not related to students. What was not sufficiently addressed by the study, however, was how individual youth were able to synergize their

individual aspirations and those of their respective role models for their own socioeconomic empowerment. This study explored whether socioeconomic empowerment of individual youth was inversely related to the accomplishments attained by their role models.

Mohd – Saller & Mostapha (2010) demonstrates the centrality of career guidance and counselling as an important platform for obtaining career information for students. Accordingly, they observed that “important facts about technical career would help students to know the academic, mental and physical needs which are required” for different careers. Regrettably, the Kenyan system of schooling pays very little attention to career guidance. Students are often ill informed about available career options and are less prepared when making important career decisions. Mohd – Saller & Mostapha (2010), however, have not demonstrated in their study how lack of adequate career guidance may impact on future socioeconomic empowerment of youth, a critical area this study proposed to explore.

According to Karaca – Karaca & Dziegielewski (2016, p.1), a “choice of career is an important turning point in an individual’s life” and “picking a wrong career that does not reward one intrinsically and extrinsically can be problematic”. They observed that “personal satisfaction and personality style” is important in making career decisions. While this may hold true, the deterministic nature of the assertions may prove problematic, suggesting that individuals can only pursue careers aligned to their personality styles and passion. It limits the potential for individual self-discovery, on-going learning and talent development. This study explored the extent to which personal satisfaction and personality styles influenced career choices, but also how careers in turn enhanced personal satisfaction and personality styles.

Observations made by Pitan & Adedeji (2014, p.448) in their study “to identify the important factors used by Nigerian students in deciding upon career choices”, revealed that “parents’ wishes, ease of admission, and cost effectiveness of courses formed the major reasons students chose their careers”. In addition, the study found that students were also influenced by other factors such as course popularity and prestige as opposed to their personal interests, emerging needs in the job market as well as envisioned future career prospects, all which scored decimally. In this study, 1800 graduate employees were purposively sampled from 300 organizations in “Kano, Maiduguri, Abuja, Lagos, Nnewi, and Port-Harcourt” (Ibid p.448). This study did not

look into the reasons why respondents were motivated to stay in their jobs, given that their career choices were largely influenced by factors outside their personal interests and future career prospects. The influence of personal interest and future career prospects on youth in making career choices is an important area this study proposed to explore.

In a study conducted to “explore factors that play key roles in rural high school seniors and young adults career choice process” in Pennsylvania, Ferry (2006) established some very significant relationships. According to the study, the relational interplay between family, school and community cultures plays a critical role in shaping occupational choices of youth. According to Ferry (2006), youth receive valuable learning experiences from parents and other family members which affect how they individually make career decisions. In addition, the socioeconomic status of the family and their respective community at large contribute in shaping individual life perspectives and career decisions (Ferry 2006).

Karaca – Karaca & Dziegielewski (2016) carried out a study with the view to “examine the relationship between professional choices and employment expectations of social worker trainees in Turkey”. The study involved 692 social work trainees, sampled from various universities in Turkey. According to this study, gender was found to have a significant influence on how respondents made their career choices. It was observed that “the domestic assumptions that underline the role of women as supported in Turkish society” (Karaca – Karaca & Dziegielewski 2016, p.5) influenced career perceptions of both males and females. According to the study, men demonstrated less satisfaction in their social work careers compared to their women counterparts and would willingly change to other careers in future. According to Karaca – Karaca & Dziegielewski (2016), respondents’ career choices were also influenced by prospects for future employment and how their personalities aligned to a particular profession. Clearly, respondents in this study demonstrated that job security and personal satisfaction exerted significant influence on their career choices. The study also clearly reiterated how subtle, yet powerful, societal assumptions and expectations underpinning socially constructed gender roles could influence career decisions of individuals. However, the study did not provide a counter narrative to demystify the socially constructed gender roles and promote open mindedness in career choices by youth. The study also did not elaborate the socioeconomic impact of such gendered career perceptions in as far as youth empowerment is concerned.

A survey carried out by Briggs (2006) sought to “establish if there is value in developing a model for predicting institutional choice for Scottish undergraduate entry”. A total of 651 accounting and engineering students were sampled from 6 different universities. According to Briggs (2006), students’ choice of institutions were influenced by many factors among which included future employment predictions, institutional public image and status, admission criteria, institutional location and amenities, and educational support offered to students. Nevertheless, Briggs (2006) did not align these facts to youth socioeconomic empowerment.

Anderson (1999) carried out a study in Britain to “explore the factors influencing choice of courses and higher education institutions by students at the beginning of second year of A-level studies”. At least 30 schools and colleges from four different locations including Cornwall, Devon, Somerset, and Dorset were sampled. In this study, Anderson (1999, p.128) reiterated how students’ choices were often limited by financial constraints associated with distance as well as “cost of living and travels associated with students studying further away from home”. The study affirmed that students’ choices of institutions were centred on “perception concerning institutional reputation and status” (Anderson 1999, p.130). It can be ascertained that the career decisions made by youth are, nonetheless, influenced by institutions as has been stated in Anderson’s study (1999). It is important to note, however, that the study conducted by Anderson (1999) did not examine the extent to which quality of learning as provided by different institutions may affect students’ perceptions of careers and their choices thereto.

2.3. Benefits Accruing from TVET for Youth

According to the UNESCO – UNEVOC (2013, p.5), TVET “first emerged in the context of industrial revolution in Europe and North America”, mainly influenced by the “productivism” thinking that was anchored in the “quest for efficiency and profit”. However, at the World Bank, debates emerged among economists regarding the concept of “vocalionalization” of education, asserting that “investment in basic education provided higher rate of return than in secondary and post-basic education” (ibid 2013, p.5), TVET included. Based on these arguments, perceptions were formed that augmented focus on primary education, largely at the expense of TVET, which began to suffer from lower budgetary and resource allocations worldwide.

CEDEFOP (2011) undertook a study to “review the benefits of vocational education and training”. A total of 21 European countries were included in the study, carried out from 2005 to 2009. The study revealed many positive social and economic outcomes of TVET in Europe, experienced either at the personal level (micro), organizational level (meso) or the level of the larger community (macro). According to CEDEFOP (2011, p.18) “several countries highlighted positive impact on wages, employment mobility and employment opportunities”. TVET was also reported to have contributed immensely to improved efficiency, invention, organizational culture and jobs. In addition, in Europe, TVET was seen to play an equalization role by uplifting the economic status of deprived regions by “reducing the skill mismatch between workers and enterprises” (CEDEFOP 2011, p18). Observations made from countries such as Sweden, Denmark and Germany provide evidence to the importance of TVET in promoting social and economic growth. The study showed that 83 per cent of people who had undertaken TVET in Sweden were already in employment or operating their personal businesses. TVET graduates in Denmark were reported to have higher job mobility whereas in Germany, TVET had contributed in shaping individual professional skills in addition to their individual and social aptitudes.

According to the study conducted by CEDEFOP (2011), TVET played an important role in enhancing social mobility and community integration by providing a pathway for less privileged groups to ascend to mainstream society. Examples cited from Lithuania showed that the quality of life of TVET graduates had significantly improved, especially those of people living with disabilities. It was reported that due to the newly acquired skills, TVET graduates exhibited improved self-esteem and confidence. This was also the case in Portugal where individuals felt highly motivated and their attitudes improved. Finally, the study showed that TVET contributed in challenging unhealthy social behavior among youth, especially such habits as smoking, drug abuse and crime. Nevertheless, despite these positive outcomes experienced in Europe through TVET, it may be difficult to directly attribute similar gains to TVET institutions in Kenya which are riddled by many challenges including staffing and resources among others.

Lamb (2011) carried out research to “examine prospects and challenges that confront the TVET system in engaging with new populations and helping prolong lifelong education for the most disadvantaged”. In this study, it was reported that “TVET has the capacity to provide those with very little schooling, with the training and skills needed to take advantage of the labour market

opportunities”. According to Lamb (2011), there are limited options to mainstream academic studies, particularly for school dropouts, save for TVET. Lamb (2011, 60) further observes that, the general composition of TVET, which is “less-competitive, more work-focus, skills-focus” serve to “encourage participation of individuals who may not otherwise engage in education or training”. These assertions by Lamb (2011), however, should not negate the need to equip TVET trainees, besides technical competencies, with additional life skills and basic literacy and numeracy skills, necessary for work and social life.

The deeply entrenched negative societal attitude towards TVET is an area both studies by Lamb (2011) and CEDEFOP (2011) did not adequately address. Societal perceptions have a direct bearing on the ongoing growth and development of TVET, not to mention its attractiveness towards potential trainees. The entrenched public perceptions that overemphasize academic grading as a guarantee of a better future life is misleading and ought to be demystified.

2.4. Youth Transition into Employment after TVET Courses

The effectiveness of TVET programs must be anchored in providing “education of the highest possible quality, supporting lifelong learning and training opportunities that facilitate adjustments to technological and labour market changes” as observed by ILO (2015, p.4). Learning, according to Armstrong (2009, p.664), need to be understood as a “means by which a person acquires and develops new knowledge, skills, capacities, behaviours and attitudes”. This understanding needs to be integrated within TVET institutional approaches so as to facilitate proper school to work transitions among youth. The emphasis by TVET institutions must transcend mere statistics of individuals who have passed through the system but focus more on quality learning, which leads to job creation and adaptation to the changing marked demands (The World Bank 2007).

TNS Opinion & Social (2011) carried out a study “to gauge the opinion of European citizens about vocational education and training in 2011”. Interviews were conducted among 26840 European citizens above the age of 15 years. 76% of the interviewees confirmed that TVET had played a significant role in reducing unemployment in their countries. About 36% of interviewees in the European Union also agreed that TVET provided the right impetus for the creation of small companies within their respective countries. It needs to be observed, however,

that this study was not based on the available empirical evidence to ascertain the actual impact of TVET, but rather, based on individual perceptions that are subject to bias.

According to UNESCO – UNEVOC (2013, p.19), the established place of TVET as a “means for developing a range of skills, aptitudes and competencies” remains critical in meeting the demand side of the job market and enhancing the integral human development. CEDEFOP (2011, p.6) asserts that TVET is “designed to prepare individuals for a vocation or a specialized occupation and so is directly linked with a nation’s productivity and competitiveness”. According to TNS Opinion & Social (2011, p.61), there is a general consensus among European citizens that TVET plays a pivotal role in building the economy as confirmed by 83% of respondents in their study.

Ferej – Kitainge & Ooko (2012, p.15) carried out a study on the “Reform of TVET Teacher Education in Kenya: Overcoming the Challenge of Quality and Relevance”. In this study, they contest that “in many countries, TVET and existing labour market policies do not facilitate the school to work transition, thereby handicapping young people, especially in obtaining a head start in working life”. They complained about the lack of proper linkages between TVET institutions and the job market, as well as lack of proper training and experience by many TVET teachers (Ferej – Kitainge & Ooko 2012, p.21). In order to adequately prepare youth for employment, Ferej – Kitainge & Ooko (2012) emphasizes the need for well qualified and experienced TVET instructors as well as having good regulatory policies that are well enforced. Otherwise, TVET institutions will continue producing youth who lack the right set of skills required by employers.

The Directorate for Education (2011) undertook a study entitled “OECD Review of Vocational Education and Training: Learning for Jobs”. This study asserted that the “global economic competition requires countries to compete on the quality of goods and services. This requires a labour force with a range of mid-level trade, technical professional skills alongside the high-level skills associated with university education” (Ibid 2011, p.7). The study further emphasized the need for TVET institutions to put in place “mechanisms to help balance between student’s preferences and employer needs” (Ibid 2011, p.7). Among other measures, the study proposed “linkages with workplace training; engaging employers and unions in assessing training needs; offering career guidance that offer information on market prospects; offering financial incentives

to ensure TVET funding is consistent with other forms of education; ensuring TVET providers are incentivized and can respond to emerging labour needs; and finally, providing a wide range of skills in TVET programmes, including soft skills” (Ibid 2011).

King & Palmer (2006) undertook a review to “assess the relationship between skills development and poverty reduction”. According to King & Palmer (2006, p.44), “for education and skills training to promote the socioeconomic wellbeing of the poor, it must improve their prospects for ‘decent’ work and higher earnings”. Njonjo (2009), “Youth Fact Book: Infinite Possibilities or Definite Disaster”, contends that, in order to advance “the skills of young people for work and life, education opportunities must be made more relevant to the needs of all young people as learners and future workers, and as parents and responsible citizens”.

Skills forecasting is a critical area of consideration in promoting the development of TVET institutions and enhancing smooth transition of youth into employment. At the national level, projections for future skills requirements need to be made, taking into account both the qualitative and quantitative nature of the required set of skills. According to FNBE (2010, p.5), skills forecasting aids in making available “information on the type of skills and skilled people required in the future world of work and the ways in which these demands can be met through education and training”.

2.5. Human Capital Theory

In the 1950’s, the concept of human capital began to evolve, initially gaining acceptance among economists like “W. Petty, W. Farr, A. Smith, J.B Say, N. Senior, and F. List” (Mileke et al 2005, p.109) and, thereafter, improved by economists such as Becker and Schultz (Mileke et al 2005). According to the human capital theory, people’s competencies acquired through cumulative knowledge, skills and experience is cherished as part of capital. Schultz (1961, p.2) advanced that people are “an important part of the wealth of a nation”.

Appleton & Teal (1998) posits that human capital can be comprehended as a wide concept that recognizes those traits people may acquire overtime and which can contribute in enhancing their individual income. Such traits may include all those skills, knowledge and experiences gained through education as well as physical strength and energy that may be biological in nature.

According to Dae-Bong (2009, p.1), the human capital is a notion derived from putting together two concepts, “human” and “capital” in which capital is understood as “factors of production used to create goods or services that are not themselves consumed during the production process” and human, being “the subject to take charge of all economic activities such as production, consumption, and transaction”.

According to Dae-Bong (2009, p.2), human capital is depicted in two meanings. First and foremost, it is seen as “labour force”, which illustrates the commercial value contributed by people’s effort in a similar way as other factors of production such as land, finances, equipment and worktime. Secondly, human capital is understood in the meaning of “human creator”, who has the capacity to “frame knowledge, skills, competence and experience originated by continuously connecting between self and environment” (Dae-Bong 2009, p.2). The theory of human capital is central in understanding the contribution of TVET in the socioeconomic empowerment of youth, both as “labour force” and as “human creator”. TVET provides an important pool of skilled workers who avail their labour to the job market, and based on their acquired knowledge, skills and competencies, are able to innovatively transform ideas into end products that generate income.

The significance of human capital in this study can be best understood by exploring the centrality of work to human dignity. Unemployment diminishes our inherent dignity. UNDP (2005) asserts that work is more than just a “source of livelihood and economic security”, but a means by which “people enhance their capacity through acquiring skills and knowledge”. UNDP (2015) reiterates that “work expands people’s choices and opportunities”, enabling them to “participate fully in society while affording them a sense of dignity and self-worth”.

According to ILO (2015, p.2), “Youth in developing countries continue to be plagued by working poverty, stemming from the irregularity of work and lack of formal employment and social protection”. This condition has had impact to “as many as 169 million youth in the world” according to ILO (2015, p.2).

The UNDP (2015) projected that as many as 1.1 billion youth will be job seeking between 2012 and 2020, majority who will be residing in South Asia and Sub-Saharan Africa. Despite these projections, the skill deficit among youth compared to the market requirements is still glaring.

The ever-increasing deficit in “employability skills” among youth renders the smooth movement from school to work untenable. Work is unmistakably essential in the formative life of every youth and advances their personal development. According to Biavaschi et al (2012, p.7), the ability to access work after schooling “not only prevents negative consequences of early phases of youth unemployment and idleness but also enhances individual professional career, increased earnings, economic productivity and social cohesion”. Any efforts invested towards advancing employment opportunities for youth contributes in enhancing their intrinsic human dignity. For these efforts to bear fruit, quality learning must be the bedrock upon which TVET curriculums are developed so as to facilitate proper acquisition of knowledge, skills and attitudes required by youth for a better social and economic life.

Nurturing creativity and innovation among youth is part of the long term process of developing human capital in which TVET institutions have a central role. TVET programs are powerful opportunity pathways for self-discovery of youth, enabling them to acquire vital skills that enhance their resilience to social and economic life challenges. TVET programs increases the propensity for better personal income among youth and provides them with the opportunity to “transfer the acquired knowledge and skills to certain goods and services” as argued by Dae-Bong (2009, p.2).

The human capital theory has been criticized by economists such as J.S. Mill. According to Mills, any attempt to portray people as capital only downplays their intrinsic human dignity since “wealth only exist for the sake of people” as stated in Schultz (1961, p.2). Other critiques have also argued that the human capital theory is difficult to test, particularly because, in the valuation of its rates of return, important factors such as the quality of education are often omitted. Despite these criticisms, it is evident that people who have attained higher education qualifications and have the right set of skills often attract better incomes and enjoy mobility in the world of work. TVET offers youth educational opportunities that build in them skills which are desirable by the market, hence making it possible for them to get jobs, improve their income and subsequently their status in the society.

CHAPTER THREE: METHODOLOGY

3.1. Introduction

This section provides a summary of the research design adopted by the study and methods of data collection. It also presents the study site, population and sampling techniques, data collection strategies and analysis, and the chapter outline for the entire report.

3.2. Study Design

A descriptive research design was adopted as the most suitable design for the study in order to examine the full extent of the relationship between TVET programs and socioeconomic empowerment of youth. The rising unemployment and abject poverty among youth in the informal settlements was a central concern of this study. Youth in the informal settlement of Mukuru were therefore engaged, focusing on their traits as a unique category of people within the larger society. The study sought to explore factors that influence youth in choosing TVET courses; the benefits attained by youth as a result of pursuing TVET courses; and, determine whether TVET courses facilitated youth from Mukuru slums to transition into employment.

3.3. Study Site

Purposive sampling was used in determining Mukuru slums as the study site. This is because, despite being located very close to the industrial area, Mukuru slums exhibits higher levels of household poverty as well as increased youth unemployment. Secondly, Mukuru slums were also selected because they are easily accessible by the researcher. According to Berkowitz & Young (2015), Mukuru slums are located in Embakasi South Constituency, between Mombasa Road and Outer Ring Road. The slums cover a geographical area of approximately 12 km² with population of 201, 042 people. Embakasi South Constituency has “five administrative wards namely Pipeline, Kware, Mukuru Kwa Njenga, Mukuru Kwa Reuben and Imara Daima (Berkowitz & Young 2015).

Over the last 20 years, approximately four vocational training institutions have been established in Mukuru slums, offering a wide range of courses to develop the technical capacity of youth within the slums. Currently, these institutions include Ruben Vocational Training Centre, Chaminade Vocational Training, Mukuru Promotions Centre and Mukuru Skills Centre, all located in different parts of Mukuru slums.

The cultural composition of Mukuru slums is complex. The slums are inhabited by people from different communities in Kenya, particularly the Akamba, Kisii, Luo, Kikuyu, Luhya, and Borana. The housing structure found within Mukuru slums are simple houses made of corrugated iron sheet with very poor drainage systems and unhygienic sanitation. The slums are further characterized by a lack of adequate toilet facilities, limited educational and recreational facilities as well as high levels of crime and diseases such as HIV/AIDS. The economic activities of Mukuru slums residents are varied. Due to lack of employability skills among many residents, majority are forced to work as casual labourers in the nearby estates and in the industrial area. There are also residents who engage in small and medium size businesses, varying from vegetables and fruits vending, hawking, operating food kiosks, retail shops, laundry work, running video dens and play stations, selling of illicit brew, small hotels and laundry work among other ventures (ibid 2015).

The focus of this study was on youth between 15 and 35 years, drawn from different parts of Mukuru slums including Mukuru Kwa Reuben, Mukuru Kwa Njenga and Mukuru Kayaba slums. The targeted was those youth who had completed their TVET training between the years 2011 and 2015. The five year range provided, made it possible for the study to ascertain if significant changes had occurred in the socioeconomic life of youth following their successful completion of TVET training and if indeed they were able to get into employment. The youth included in the study were selected despite their employment status. In addition, instructors from different TVET institutions in Mukuru, parents/guardians, village elders, and traders and artisans from the informal sectors where TVET trainees were either placed for attachment or go to look for employment after their training were also included in the study.

3.4. Sampling Procedures

Each year, about 30 trainees are enrolled in the four main TVET institutions found in Mukuru slums. The study purposively sampled Ruben Vocational Training Centre, Mukuru Promotions Centre and Mukuru Skills Centre in Mukuru slums on the basis of their proximity and accessibility by the researcher. The three TVET institutions are situated in different parts of Mukuru slums. These include Mukuru Kwa Reuben, Mukuru Kayaba and Mukuru Kwa Njenga respectively.

Stratified sampling was used in choosing trainees who had been admitted for TVET courses in Mukuru between 2011 and 2015. To begin with, participants were stratified according to the three TVET institutions in Mukuru, geographically located in the three different parts of Mukuru Kwa Reuben, Mukuru Kayaba, and Mukuru Kwa Njenga. The second stratification was based on the specific year upon which respondents had taken their training, after which a simple random sampling was done. 5 participants were obtained from the strata of each academic year and a list of 25 participants from each of the three TVET institutions obtained. This gave a total of 75 participants for the entire study.

In addition, 1 administrator was purposive sampled from each institution who had worked in these institutions between the years 2011 and 2015. The administrators were considered based on their knowledge and experience in running TVET programs in Mukuru. The administrators had in-depth information regarding the type of training provided, recruitment and admission criteria, the trainees' background, as well as exams and accreditation of TVET programs. The administrators also had contact information of both current and past trainees, including those of traders and artisans in the informal sector. The administrators also helped in identifying and putting together names of trainees who had done their TVET courses between 2011 and 2015. At least 8 key informants were also purposively sampled because they were considered to have important information regarding the contribution of TVET in alleviating poverty and youth unemployment in Mukuru slums. The targeted Key Informants included 1 village elder, 4 entrepreneurs from Uhuru Market, 1 supervisor from a textile company within the industrial area and 2 parents/guardians.

3.5. Data Collection Methods

The data collection process was spearheaded by the researcher and supported by research assistants who had been adequately briefed by the researcher. The process involved administration of questionnaires and in-depth interviews in collecting primary and secondary qualitative data. TVET trainees admitted at Ruben Vocational Training Centre in 2016 were involved in the pre-testing of the data collection instruments. For purposes of triangulation, one focus group discussion was conducted involving 14 trainees drawn from various TVET institutions in Mukuru slums.

3.6. Data Analysis

The qualitative data collected by the study was eventually coded and data analysis carried out in accordance with specific themes using the Statistical Package for Social Sciences (SPSS) version 23. As a result, descriptive statistics were produced in the form of tables, aiding the study to make summaries and discuss the study findings.

CHAPTER FOUR: FINDINGS OF THE STUDY

4.1. Introduction

This section provides a presentation of the research findings, which are aligned to research objectives. The chapter is organized in four thematic areas which present the demographic information of respondents; findings relating to individual motives among youth for selecting TVET courses; respective benefits derived from TVET courses by youth, and finally, the capacity of youth to access employment opportunities after finishing TVET courses.

4.2. Demographic Information

4.2.1. Gender of Respondents

According to *Table 1.1* below, 20.4% of respondents were male while 79.6% were female. This proportion reflects the fact that TVET institutions in Mukuru are largely populated by female trainees.

Table 1.1. Gender of Respondents

	Frequency	Percent
Male	11	20.4
Female	43	79.6
Total	54	100.0

4.2.2. Age of Respondents

This study targeted youth between the ages of 15 to 35 years based on the understanding of youth in the Kenyan context. As demonstrated in *Table 1.2* below, 27.8% of the respondents were youth between 15 and 19 years; 51.8% were between 20 to 24 years; 16.7% were between 25 to 29 years; and 3.7% between 30 to 34 years of age.

Table 1.2. Age of Respondents

	Frequency	Percent
15-19 years	15	27.8
20-24 years	28	51.8
25-29 years	9	16.7
30-34 years	2	3.7

Total	54	100.0
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4.2.3. Marital Status of Respondents

According to **Table 1.3** below, 74.0% of the respondents were single; 24.1% were married, and only 1.9% were separated. None of the respondents were however divorced.

Table 1.3. Marital Status Respondents

	Frequency	Percent
Single	40	74.0
Married	13	24.1
Separated	1	1.9
Total	54	100.0

4.2.4. Respondent's Educational Status

According to this study, majority of the respondents had primary school level education. As indicated in **Table 1.4** below, 50.0% of the respondents had primary education as their highest academic achievement; 44.4% had either completed or attended secondary school education while 5.6% had college or university qualifications.

Table 1.4. Respondents' Level of Education

	Frequency	Percent
Primary Education	27	50.0
Secondary Education	24	44.4
College/University	3	5.6
Total	54	100.0

4.2.5. Residential Area of Respondent

This study targeted youth residing in Mukuru Kwa Reuben, Mukuru Kwa Njenga and Mukuru Kayaba respectively. According to the study, 40.7% of the respondents were from Mukuru Kwa Reuben, 25.9% from Mukuru Kwa Njenga and 33.4% from Mukuru Kayaba as indicated in **table 1.5** below.

Table 1.5. Residential Area of Respondents

	Frequency	Percent
Mukuru Kwa Reuben	22	40.7
Mukuru Kwa Njenga	14	25.9
Mukuru Kayaba	18	33.4
Total	54	100.0

4.3. Individual Motives for Trainees' Choice of TVET Courses

The study sought to examine factors that motivated youth from Mukuru slums to choose TVET courses. As a result, the study began by establishing the different year each respondent completed their TVET training, the specific courses they undertook, how they came to know about the courses as well as specific factors that influenced their decision to pursue those courses. These have been broken down into specific details as discussed below.

4.3.1. Year of Completing TVET by Respondent

The study sampled respondents who completed their TVET courses between the year 2011 and 2015. As indicated in *table 1.6* below, 16.7% of the respondents completed their TVET training in the year 2011; 9.3% in 2012; 31.5% in 2013; 13.0% in 2014 and 29.5% in the year 2015.

Table 1.6. Year of Completing TVET Respondents

	Frequency	Percent
2011	9	16.7
2012	5	9.3
2013	17	31.5
2014	7	13.0
2015	16	29.5
Total	54	100.0

4.3.2. Type of Course Undertaken by Respondent

Table 1.7 below indicates different TVET courses undertaken by the respondents. These courses are among the most commonly offered courses by TVET institutions in Mukuru slums. The courses are offered at different levels beginning with Grade III for beginners as one advance progressively through Grade II and Grade I respectively. Each level takes between 6 months and

1 year to complete and trainees are required to take a Government trade test at the end of each level for accreditation. According to the study, majority of the respondents, at least 38.8% pursued a Dressmaking course, followed by Tailoring at 13.0%; Knitting at 7.4%; Computer 9.3%; Catering 11.1%; and Hairdressing 20.4%. It is important to note, however, that some institutions such as Ruben Vocational Training Centre offered all trainees pursuing Tailoring and Dressmaking courses complementary skills in knitting and handcrafts at no additional cost.

Table 1.7. TVET Course Undertaken by Respondents

	Frequency	Percent
Dressmaking	21	38.8
Tailoring	7	13.0
Knitting	4	7.4
Computer	5	9.3
Catering	6	11.1
Hairdressing	11	20.4
Total	54	100.0

4.3.3. How Respondents Knew About TVET Courses

The study revealed that majority of the respondents learned about TVET courses offered by institutions within Mukuru slums through friends, closely followed by relatives and parents. As indicated in **table 1.8** below, friends were the main source of information about TVET courses, rating at 42.5% of respondents. Other respondents obtained information through posters and flyers at 5.6%; through parents at 11.1%; relatives at 16.7%; referrals from other institutions such as primary and secondary schools at 11.1%; and websites at 3.7%. However, 9.3% of respondents did not share how they came to learn about the courses they pursued.

Table 1.8. How Respondents Knew About the Courses

	Frequency	Percent
Friends	23	42.5
Posters and Flyers	3	5.6
Parents	6	11.1
Relatives	9	16.7
Institutional Referrals	6	11.1
Institutional Website	2	3.7
No Response	5	9.3
Total	54	100.0

4.3.4. Information Regarding TVET Courses

The study also sought to find out whether respondents received adequate information regarding the courses they chose before joining. The study revealed that 85.2% of the respondents were adequately briefed and had sufficient knowledge of courses they were choosing before joining the respective institutions. Only 14.8% of the respondents expressed that they were not adequately informed about their courses as demonstrated in *table 1.9* below.

Table 1.9. Whether Respondents Received Adequate Information about the Course Before Joining

	Frequency	Percent
Yes	46	85.2
No	8	14.8
Total	54	100.0

4.3.5. Whether Opportunity for Future Employment Influenced Choice of TVET Courses

The study sought to find out the extent to which respondents were influenced by prospects for future employment in choosing their TVET courses. As demonstrated in *table 1.10* below, majority of respondents, 51.9% said that future employment prospects were very influential in their choice of specific TVET training they undertook. 35.1% said this was not influential while 13.0% said it was slightly influential. This demonstrates that majority of the respondents were motivated to pursue the trainings on the belief that this would increase their chances of getting employed in future.

Table 1.10. Influence of Opportunity for Future Employment on Choice of TVET Courses

	Frequency	Percent
Not Influential	19	35.1
Slightly Influential	7	13.0
Very Influential	28	51.9
Total	54	100.0

4.3.6. Whether Personal Interest and Job Satisfaction Influenced Choice of TVET Courses

Asked whether personal interests and satisfaction played any role in determining the type of

TVET courses they chose, majority of the respondents, at least 57.4%, agreed that personal interest and satisfaction was very influential in making the choices they made. 37.0% of the respondents, however, felt that this did not influence their choice while a mere 5.6% of the respondents said it was slightly influential. This is demonstrated in *table 1.11* below.

Table 1.11. Influence of Personal Interest and Satisfaction on Choice of TVET Courses

	Frequency	Percent
Not Influential	20	37.0
Slightly Influential	3	5.6
Very Influential	31	57.4
Total	54	100.0

4.3.7. Whether Lack of School Fees for Secondary Education Influenced the Choice of TVET Courses.

The cost of secondary education in Kenya is very high, often locking out many students, especially from low income communities from continuing with their formal education. In this view, the study sought to find out whether lack of fees for secondary school education influenced the choice of TVET courses by respondents. The study revealed that 66.7% of the respondents were not influenced to join TVET courses due to lack of fees for secondary school education. They sighted that they were motivated to join TVET courses due to other considerations including personal interest and passion. However, a minority 33.3% said that lack of school fees for secondary education was a very influential factor in their choice to pursue TVET courses as shown in *table 1.12* below.

Table 1.12. Influence of Lack of School Fees for Secondary Education on Choice of TVET Courses

	Frequency	Percent
Not Influential	36	66.7
Very Influential	18	33.3
Total	54	100.0

4.3.8. Whether Lack of College Fees Influenced Respondents' Choice of TVET Courses

In determining whether respondents were influenced to pursue TVET courses due to lack of college fees, 55.6% said this was not influential at all while 35.1% felt that lack of college fees was very influential in their choice to pursue TVET courses. 9.3% felt it was slightly influential

as shown in *table 1.13* below.

Table 1.13. Influence of Lack of College Fees on Choice of TVET Courses

	Frequency	Percent
Not Influential	30	55.6
Slightly Influential	5	9.3
Very Influential	19	35.1
Total	54	100.0

4.3.9. Whether Low Academic Grades Influenced Respondents Choice of TVET Courses

Academic grades are important criteria for student selection and admission into secondary education as well as college and universities in Kenya. Poor academic grades are often an impediment to on-going education of students. The study sought to examine whether respondents resorted to TVET courses due to low academic grades. According to the study, as indicated in *table 1.14* below, 63.0% of respondents reported that low academic grades did not influence their choice of TVET courses while another 14.8% said they were slightly influenced by their low academic grades. Those who felt that low academic grade was very influential in their choice of TVET courses were about 22.2%.

Table 1.14. Influence of Low Academic Grades on Choice of TVET Courses

	Frequency	Percent
Not Influential	34	63.0
Slightly Influential	8	14.8
Very Influential	12	22.2
Total	54	100.0

4.3.10. Whether Role Models Influenced Respondents' Choice of TVET Courses

As indicated in *table 1.15* below, at least 57.4% of the respondents reported that role models had no influence on their choice of TVET courses. They reported that they were hardly aware of any people who had gone through TVET training and became very successful in life as revealed during the Focus Group Discussions. However, 31.5% of respondents agreed that role models were very influential in their choice of TVET courses. They reiterated that these were people, not necessarily a TVET background, but those who had just worked hard in their lives and became successful. 11.1% of the respondents felt that role models slightly influenced their choice for TVET courses.

Table 1.15. Influence of Role Models on Choice of TVET Courses

	Frequency	Percent
Not Influential	31	57.4
Slightly Influential	6	11.1
Very Influential	17	31.5
Total	54	100.0

4.3.11. Parental Influence on Respondents' Choice of TVET Courses

Asked whether parents influenced their choice of TVET courses, 53.7% of respondents said that their parents did not influence their choices; 16.7% said they were slightly influenced by their parents while 29.6% said their parents were very influential in their choices of TVET courses as indicated in *table 1.16* below.

Table 1.16. Parental Influence on Choice of TVET Courses

	Frequency	Percent
Not Influential	29	53.7
Slightly Influential	9	16.7
Very Influential	16	29.6
Total	54	100.0

4.3.12. Whether Relatives and Friends Influenced Respondents' Choice of TVET Courses

The study explored the level at which relatives as well as friends influenced respondents' choice of TVET courses. Accordingly, as shown in *table 1.17* below, 51.8% said that relatives and friends did not influence their choices; 24.1% said they had some slight influence while 24.1% agreed that their relatives and friends were very influential in their choices.

Table 1.17. Influence of Relatives and Friends on Choice of TVET Courses

	Frequency	Percent
Not Influential	28	51.8
Slightly Influential	13	24.1
Very Influential	13	24.1
Total	54	100.0

4.3.13. The Influence of Religion on Respondents' Choice of TVET Courses

The study sought to find out whether religion, in terms of faith and beliefs, may have in any way influenced respondents in choosing TVET courses. 88.8% of the respondents confirmed that

their choices to undertake TVET courses were not in any way made on religious considerations. 5.6% of the respondents said they were slightly influenced by religion and another 5.6% said religion was very influential in their choice of TVET courses. This is clearly demonstrated by *table 1.18* below.

Table 1.18. Influence of Religious Beliefs on Choice of TVET Courses

	Frequency	Percent
Not Influential	48	88.8
Slightly Influential	3	5.6
Very Influential	3	5.6
Total	54	100.0

4.3.14. Whether Gender Influenced Respondents' Choice of TVET Courses

The study also examined whether there was any gender influence on respondents' choices for TVET courses. According to *table 1.19* below, 55.6% of the respondents said that they were not influenced by their gender in choosing the TVET courses they pursued. 22.2% of the respondents said they were slightly persuaded by their gender in choosing their TVET courses while another 22.2% agreed that gender played a very influential role in their choice.

Table 1.19. Gender Influence on Choice of TVET Courses

	Frequency	Percent
Not Influential	30	55.6
Slightly Influential	12	22.2
Very Influential	12	22.2
Total	54	100.0

4.3.15. Whether Institutional Reputation Influenced Respondents' Choice of TVET Courses

According to the study, as shown in *table 1.20* below, 37.0% of the respondents said that in choosing their TVET courses, institutional reputation was not an influential factor. 20.4% however said that they were slightly influenced by institutional reputation while a majority of 42.6% said that institutional reputation was very influential in their choice.

Table 1.20. Influence of Institutional Reputation on Choice of TVET Courses

	Frequency	Percent
Not Influential	20	37.0
Slightly Influential	11	20.4
Very Influential	23	42.6
Total	54	100.0

4.3.16. Whether Distance from Home Influenced Respondents' Choice of TVET Courses

The study sought to examine whether respondents were influenced to choose TVET courses based on whether the courses were being offered closer or further away from their homes. According to *table 1.21* below, 77.8% of the respondents said that they were not influenced by distance from home. 7.4% of the respondents said that distance from home slightly influenced their choice of TVET courses and another 14.8% also said that distance from home was very influential to their choice of TVET courses.

Table 1.21. Influence of Distance from Home on Choice of TVET Courses

	Frequency	Percent
Not Influential	42	77.8
Slightly Influential	4	7.4
Very Influential	8	14.8
Total	54	100.0

4.3.17. Whether the Personalities of Respondents Influenced their Choice of TVET Courses

According to the study, 63.0% of the respondents said their temperament was not influential in their choice of TVET courses. These category of respondents felt that the courses they chose had little to do with their personalities, whether extrovert or introvert. However, 3.7% of respondents felt that their choice of TVET courses was slightly influenced by their personalities. 33.3% of the respondents said that their personality was very influential in their choice as shown in *table 1.22* below.

Table 1.22. Personality Influence on Choice of TVET Courses

	Frequency	Percent
Not Influential	34	63.0
Slightly Influential	2	3.7
Very Influential	18	33.3
Total	54	100.0

4.3.18. Whether Other People’s Perceptions and Opinions Influenced Respondents’ Choice of TVET courses

Table 1.23 below shows that majority of the respondents; at least 66.7% did not find other people’s perceptions and opinion influential in their choice of TVET courses. They said that the choices they made were based on personal conviction and interest. However, 7.4% of the respondents felt that other people’s perception and opinion of the courses slightly influenced their choices and another 25.9% said they were very influential. These respondents felt that how society perceive certain courses was important because it would determine the marketability of the courses as well as individual social status. This was therefore an important consideration in their choices.

Table 1.23. Influence of People's Perception and Opinions on Choice of TVET Courses

	Frequency	Percent
Not Influential	36	66.7
Slightly Influential	4	7.4
Very Influential	14	25.9
Total	54	100.0

4.4. Benefits Accruing from TVET for Youth

This session provides an overview of benefits individual respondents said they received from pursuing TVET courses in the respective institutions. It explores the benefits accrued in the form of life skills, business and entrepreneurial skills, individual social status and economic income.

4.4.1. Whether Respondents Gained Self Awareness Skills

According to **table 1.24** below, 83.3% of the respondents affirmed that during the course of their training, they had learned self-awareness skills. They said they were better able to understand themselves; their strengths and weaknesses as well as craft a vision for themselves. They reported to have learned basic conflict resolution skills, group dynamics as well as their personality traits as revealed during the focus group discussion. However, 16.7% said they did not learn about self-awareness.

Table 1.24. Acquired Self Awareness Skills

	Frequency	Percent
Yes	45	83.3
No	9	16.7
Total	54	100.0

4.4.2. Whether Respondents Acquired Effective Communication Skills

As shown in *table 1.25* below, 81.5% of the respondents ascertained that they gained effective communication skills through TVET training. They felt that they gained important listening skills and could now confidently share their thoughts and views based on the communication skills they had acquired. 18.5% however said they did not gain any communication skills.

Table 1.25. Acquired Effective Communication Skills

	Frequency	Percent
Yes	44	81.5
No	10	18.5
Total	54	100.0

4.4.3. Whether Respondents Acquired Stress Management Skills

In order to cope with life challenges and have resilience, individuals need basic skills in stress management. According to *table 1.26* below, 57.4% of the respondents said they had acquired basic skills stress management skills and could relatively cope with stress in their lives. However, 42.6% of the respondents said they did not gain stress management skills and had little capacity to cope with stressful situations.

Table 1.26. Acquired Stress Management Skills

	Frequency	Percent
Yes	31	57.4
No	23	42.6
Total	54	100.0

4.4.4. Whether Respondents Acquired Time Management Skills

Time management is an important skill, not only in helping individuals better organize their lives, but also in adopting well to the work environment. According to the study, as shown in

table 1.27 below, 75.9% of the respondents said they had acquired skills in time management while 24.1% said they did not.

Table 1.27. Acquired Time Management Skills

	Frequency	Percent
Yes	41	75.9
No	13	24.1
Total	54	100.0

4.4.5. Whether Respondents Acquired Interpersonal Relationship Skills

As demonstrated in *table 1.28* below, 72.2% of the respondents said they had acquired significant interpersonal relationship skills. They felt they were able to establish healthy relationships whether at work or in their respective communities. However, 27.8% of the respondents said they did not acquire interpersonal relationship skills during their TVET course.

Table 1.28. Acquired Interpersonal Relationship Skills

	Frequency	Percent
Yes	39	72.2
No	15	27.8
Total	54	100.0

4.4.6. Whether Respondents Acquired Basic Problem Solving Skills

According to *table 1.29* below, 63.0% of the respondents affirmed that they had gained basic skills in problem solving. They confirmed that they were able to properly assess problems, explore available options and make sound decisions. However, 37.0% of the respondents felt they had not acquired these skills and were therefore less confident in their abilities to solve problems well.

Table 1.29. Acquired Basic Problem Solving Skills

	Frequency	Percent
Yes	34	63.0
No	20	37.0
Total	54	100.0

4.4.7. Whether Respondents Gained Skills on How to Set-up Small Businesses

According to *table 1.30* below, 79.6% of the respondents said they had learned the basics of how

to establish small businesses. 20.4% of the respondents, however, said they did not have skills in setting up small businesses. As confirmed through the focus group discussions, majority of the respondents demonstrated knowledge of such important business aspects as the choice of business location, sources of capital and materials as well as customer relations.

Table 1.30. Learned How to Set-up Small Businesses

	Frequency	Percent
Yes	43	79.6
No	11	20.4
Total	54	100.0

4.4.8. Whether Respondents Learned How to Market Their Small Businesses

The study revealed that 74.1% of respondents, as shown in *table 1.31 below*, affirmed that they had acquired skills that would enable them market their small businesses. They ascertained that they had gained important knowledge and skills on available markets, how to distribute their products and promote their businesses. 25.9% of the respondents, however, said they did not acquire such skills.

Table 1.31. Learned How to Market Small Businesses

	Frequency	Percent
Yes	40	74.1
No	14	25.9
Total	54	100.0

4.4.9. Whether Respondents Had Learned Basic Book Keeping Skills

Book keeping is an important skill when running any business. Such knowledge enables businesses to keep track of their stock and financial income and expenditures. According to *table 1.32 below*, 53.7% of the respondents said they had learned basic book keeping during their TVET course while 46.3% said they did not.

Table 1.32. Learned Basic Book Keeping Skills

	Frequency	Percent
Yes	29	53.7
No	25	46.3
Total	54	100.0

4.4.10. Whether Respondents Learned How to Make Savings

Building a culture of savings is critical, not only to individual's stability, but also for future investment and expansion. Having knowledge of different saving options such as table banking, Saccos or bank accounts is essential. According to the study, as shown in **table 1.33** below, 55.6% of the respondents said they had learned about savings through TVET courses while another 44.4% said they had not.

Table 1.33. Learned How to Make Personal Savings

	Frequency	Percent
Yes	30	55.6
No	24	44.4
Total	54	100.0

4.4.11. Changes in the Social Standing of Respondents Due to TVET

According to the study, 72.2% of the respondents said that their general social standing in the community had improved because of TVET training. They confirmed that, as a result of pursuing a TVET course, their life options had improved and so was the respect earned from community members and families. They felt that they were better able to contribute into family and community affairs since their confidence levels had also improved. Another 25.9% of the respondents felt they did not experience any changes in their social status. 1.9% of the respondents did not provide their feedback. See **table 1.34** below.

Table 1.34. Improvement in Social Status of Respondents Within Communities

	Frequency	Percent
Yes	39	72.2
No	14	25.9
3	1	1.9
Total	54	100.0

4.4.12. Whether Respondents Felt Their Personal Income had Improved Due to TVET

As reflected in **table 1.35** below, the study established that 48.2% of the respondents felt that their personal income had improved after completing TVET training while 44% felt it had not improved. 7.4% of the respondents did not provide their feedback.

Table 1.35. Improvement in Personal Income Respondents

	Frequency	Percent
Yes	26	48.2
No	24	44.4
No Response	4	7.4
Total	54	100.0

4.5. Youth Transition into Employment after Completing TVET Courses

This study sought to examine whether, through TVET courses, institutions in Mukuru slums facilitated youth to transition into employment. In this session, findings related to the relevance of the imparted TVET skills to the job market, opportunities provided for industrial attachment as well as support given to respondents through career guidance, loans, grants and equipment, paid jobs, and linkages to potential employers are discussed. Furthermore, the session discusses the employment status of the respondents and assesses the extent to which respondents are currently using skills acquired during TVET training.

4.5.1. Whether the Course Equipped Respondents with Relevant Employability Skills

The relevance of imparted skills to the job market is a critical consideration in the successful transition of youth into employment. The skill set imparted by TVET institutions must match those desirable by employers both in terms of type and quality. According to *table 1.36* below, 96.2% of the respondents felt that TVET training equipped them with relevant skills for employment. Only a minority 1.9% felt that the skills they acquired were not relevant. This was also confirmed during the Key Informant (KI) interviews with the industrial supervisors and business traders in Uhuru Market who ascertained that the type of courses offered by TVET institutions in Mukuru slums were relevant. However, the KI also sighted challenges relating to institutional preparedness due to lack of modern and adequate training equipment as well as lack of creativity in some of the institutions. They felt that some institutions were training the same things over and over without exposing trainees to new ideas and emerging trends in the market.

Table 1.36. Whether Course Equipped Respondents with Relevant Employability Skills

	Frequency	Percent
Yes	52	96.2
No Response	1	1.9
No	1	1.9
Total	54	100.0

4.5.2. Whether the Course Included an Attachment and the Duration of the Attachment

Industrial attachment is a significant period where trainees gain hands-on skills and experience that enhances their learning and mastery of their specific training. Often, trainees are sent for a stipulated period of time to gain work experience in industries or through business traders in the informal sectors. According to the study, 83.3% of the respondents said they were accorded the opportunity for industrial attachment while 14.8% said they were not. 1.9% of the respondents did not respond as shown in *table 1.37* below.

Table 1.37. Whether Course Included an Attachment Period

	Frequency	Percent
Yes	45	83.3
No	8	14.8
No Response	1	1.9
Total	54	100.0

According to *table 1.38* below, 40.7% of the respondents said their attachment period lasted two weeks; 20.4% up to one month; 31.5% more than a month while 7.4% said they did not go for any industrial attachment.

Table 1.38. Duration of Attachment Attended

	Frequency	Percent
At Least Two Weeks	22	40.7
Up to One Month	11	20.4
More than a Month	17	31.5
There was no Attachment	4	7.4
Total	54	100.0

4.5.3. Whether the Institution Provided Career Guidance to Respondents

Career guidance is an important part of the training curriculum that prepares trainees for the future world of employment. It not only provides trainees with information about the nature of their industry but also helps them link their current training and the future as well as align their aspirations, passions and talents with their training. In ascertaining whether TVET institutions in

Mukuru slums provided career guidance to trainees, 75.9% of the respondents affirmed while 24.1% said they did not receive any form of career guidance as shown in *table 1.39* below.

Table 1.39. Whether Institution Provided Career Guidance to Respondents

	Frequency	Percent
Yes	41	75.9
No	13	24.1
Total	54	100.0

4.5.4. Whether the Institution Provided Paid Job to Respondents

Ordinarily, TVET institutions are not expected to provide paid jobs for trainees. However, there are institutions that often get production work to enhance their sustainability plan. These institutions may choose to engage trainees in the production as part of their learning but also to motivate them through paid piece work. The study established that 33.3% of the respondents were offered paid jobs by their TVET institutions while 66.7% said they were not as shown in *table 1.40* below. According to the focus group discussions, trainees who were engaged in paid jobs during such production work confirmed that they had learned more on customer satisfaction, attention to details as well as improved speed. This offered them a real work experience while still learning.

Table 1.40. Whether Institution Offered Paid Jobs to Respondents

	Frequency	Percent
Yes	18	33.3
No	36	66.7
Total	54	100.0

4.5.5. Whether the institution Linked Respondents to Potential Employers

Linking trainees with potential employers often increase their chances of employment after completing TVET courses. As demonstrated in *table 1.41* below, the study established that 44.4% of the respondents were linked to potential employers either through industrial attachment or planned visits to industries and traders. 55.6% of the respondents, however, did not have such opportunities.

Table 1.41. Whether Institution Linked Respondents to Potential Employers

	Frequency	Percent
Yes	24	44.4
No	30	55.6
Total	54	100.0

4.5.6. Whether the institution Provided Start-up Loans to Respondents

Start-up capital is often critical for people who want to establish their own businesses. As demonstrated in *table 1.42* below, only 20.4% of trainees were able to access start-up loans and grants from their training institutions whereas 79.6% did not.

Table 1.42. Whether Institution Provided Start-up Loans to Respondents

	Frequency	Percent
Yes	11	20.4
No	43	79.6
Total	54	100.0

4.5.7. Whether the Institution Bought Equipment for Respondents

TVET courses are usually manual and require equipment to work effectively. After completing TVET, graduates often find it difficult to set up their own businesses or respond to employment opportunities for lack of equipment. The study sought to examine whether TVET institutions supported trainees with equipment after completion of the courses. As indicated in *table 1.43* below, only 20.4% confirmed receiving equipment through their respective institutions while a majority, 79.6% said they did not.

Table 1.43. Whether Institution Bought Equipment to Respondents

	Frequency	Percent
Yes	11	20.4
No	43	79.6
Total	54	100.0

4.5.8. Current Employment Status of the Respondents

The success of TVET could partly be measured in the number of trainees who are able to access employment after completing their training. The study sought to establish the extent to which graduates of TVET institutions in Mukuru slums were able to transition into employment after

completing their courses. According to *table 1.44* below, 35.2% of the graduates said they were employed; 29.6% said they were self-employed while 35.2% said they were unemployed.

Table 1.44. Current Employment Status of Respondents

	Frequency	Percent
Employed	19	35.2
Self-Employed	16	29.6
Not Employed	19	35.2
Total	54	100.0

4.5.9. Reasons Why Respondents May Not Be in Employment

In determining why certain TVET graduates from Mukuru slums were not employed even after completing their courses, 1.9% of respondents said they lacked National Identification Cards which was necessary for their employment; 3.7% said they had children and therefore had parental responsibilities that limited their time to seek employment; 7.4% said they had gone back to acquire more skills; 16.6% said they lacked start-up capital while 7.4% said they had no reason but were still searching. The remaining 63.0% are those who were already in employment or self-employment as shown in *table 1.45* below.

Table 1.45. Reasons for Respondents Not Being Employed

	Frequency	Percent
Lack of National ID Cards	1	1.9
Gave Birth	2	3.7
Gaining More Skills	4	7.4
Lack Capital	9	16.6
Not Applicable	34	63.0
Still Searching	4	7.4
Total	54	100.0

4.5.10. Whether Respondents are Currently Using the Acquired TVET Skills

The study also sought to establish whether respondents were still able to use their acquired TVET skills irrespective of their employment status. 87.0% of the respondents said yes while 13.0% said no as depicted in *table 1.46* below. This shows that TVET skills are still useful whether graduates are in employment or not.

Table 1.46. Whether Respondents are Currently Using the Acquired TVET Skills

	Frequency	Percent
Yes	47	87.0
No	7	13.0
Total	54	100.0

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

There are many TVET institutions established in Kenya, both in the formal and non-formal sectors with the mandate to bridge the knowledge and skills gap among youth for job creation and employment. However, many youth in the informal settlements are still confronted with unemployment challenges due to lack of employability skills. This situation is more pronounced in Mukuru slums where many youth remain unemployed in spite of the presence of TVET institutions in the slum and the slum's prime location at the heart of the industrial area.

Based on this observation, the study was prompted to explore to what degree vocational education and training contributed in youth socioeconomic empowerment, particularly in the informal settlements of Mukuru. Consequently, the following specific study objectives were formulated and the findings under each objective discussed below.

5.2. Summary of Findings

This study focused on youth who had completed TVET courses in Mukuru slums between the years 2011 and 2015 with the view to assess how TVET impacted on youth socioeconomic empowerment.

The study's demography revealed that majority of these youth, (79.6%) were female trainees. Half (50.0%) of the respondents had attained primary level of education and 44.4% had secondary school level education. The study also revealed that 74.0% of the respondents were single and between 20 and 24 years (51.8%).

5.2.1. Individual Motivation for the Choice of TVET

In examining different factors that influenced youth in Mukuru slums to choose of TVET courses as set out in the first objective, several issues were explored by the study. To begin with, the study sought to understand which TVET courses individual respondents had undertaken between 2011 and 2015. It emerged that Dressmaking, Tailoring, Knitting, Hairdressing and Computer were the most commonly pursued courses with majority of the trainees (38.8%) enrolling for Dressmaking courses.

It also emerged that friends were the major source of information (42.5%) through whom respondents learned about TVET courses. It occurred that most TVET institutions in Mukuru slums relied on word of mouth to advertise and publicize their courses. Despite this, majority of the respondents (85.2%) still felt that they had received adequate briefing about the courses before joining and were therefore confident of their decision.

The study revealed that personal interests and job satisfaction had a greater influence on majority of the youth when choosing TVET courses. This was confirmed by 57.4% of the respondents. Many respondents (51.9%) were also largely influenced by future employment prospects and institutional reputation (42.6%) when choosing their TVET courses.

On the contrast, Lack of school fees either for secondary school or college; academic grades; role models; parents; relatives; religion; gender; distance from home; personality and other people's perceptions and opinion seemed to have had very minimal influence on the majority of the respondents while choosing their TVET courses.

5.2.2. Benefits Accruing from TVET for Youth

While examining the gains acquired by youth in Mukuru as a result of TVET courses, majority of youth confirmed that they had acquired many benefits in the form of life skills. Majority of the respondents had gained skills on self-awareness (83.3%), effective communication (81.5%), stress management (57.4%), time management (75.9%), interpersonal relations (72.2%) and basic problem solving (63.0%). Owing to these, majority of the respondents felt that their self-esteem and confidence had significantly improved. They felt they were better able to relate well with others and respond creatively to life challenges both at work and in their communities.

In addition, respondents also revealed that they had acquired important entrepreneurial skills such as setting up of small businesses (79.6%), marketing skills (74.1%), book keeping (53.7%), and skills for enhanced personal savings (55.6%). As a result, respondents expressed that they had a better social standing in their communities (72.2%) and that their personal income had also improved (48.2%).

5.2.3. Youth Transition into Employment after Completing TVET Courses

Finally, the study also examined how TVET courses facilitated youth from Mukuru slums to transition into employment between 2011 and 2015. In this regard, respondents (96.2%) had a very high confidence level on the relevance of imparted skills to the job market. Majority of the respondents felt that the TVET skills they acquired were highly demanded and would enable them to get jobs easily. This was also confirmed by traders/artisans in the Key Informant (KI) interviews.

In preparing trainees for the world of employment, the study established that TVET institutions in Mukuru slums offered opportunities for industrial attachment. 83.3% of the respondents confirmed that they had opportunities for industrial attachment which lasted a minimum of two weeks. This provided respondents with hands-on learning experience in managing customer relations, work ethics, understanding emerging market trends for products as well as important supply and distribution chains. In addition, 75.9% of the respondents also confirmed that they received career guidance, which helped in their preparedness for the job market.

However, the study also revealed that majority (66.7%) of the respondents did not benefit from paid work offered by some of the institutions during production and neither did the institutions provide linkages to potential employers as stated by 55.6% of the respondents. In addition, majority of respondents (79.6%) said they neither received start-up capital nor equipment from their TVET institutions. The institutions did not link them to other institutions that offer grants and loans to youth such as the UWEZO fund and Youth Enterprise Development Fund (YEDF).

Finally, the study showed that at least 64.8% of youth who had graduated from TVET institutions in Mukuru slums between 2011 and 2015 were either employed (35.2%) or self-employed (29.6%), with only 35.2% not employed. It also revealed that 87.0% of the respondents were still able to use their acquired skills irrespective of their employment status.

The findings of this study are clearly aligned to the human capital theory, which amplifies the centrality of TVET as a means through which youth in Mukuru slums were able to acquire relevant skills for socioeconomic empowerment. The human capital theory asserts that human beings are valuable capital assets, owing to their acquired knowledge, skills and experiences that lead to improved income.

The study findings demonstrated that graduates of different TVET institutions in Mukuru slums acquired knowledge, skills and competencies that are relevant to the job market. The findings showed that majority of TVET graduates in Mukuru slums were driven by their intrinsic personal desires and prospects for future employment in choosing their career paths. As a result, they were able to acquire technical skills in the form of dressmaking, tailoring, knitting, hairdressing and computer skills. In addition, they also gained important life skills and entrepreneurial skills necessary for enhancing their chance for employment, and therefore income, both as a source of “labour” and as “human creator” as advanced in the human capital theory.

5.3. Conclusion

TVET is an important pool for skilled workers both for industrialized and industrializing economies. It plays an important role as a platform for youth transition into productive employment.

As demonstrated by the study, TVET has a significant impact on youth socioeconomic empowerment, particularly in the informal settlements. Through TVET, youth are able to acquire technical as well as soft skills necessary for employment and are therefore better able to meet their day to day human needs.

Contrary to the misrepresentations of TVET as a place of last resort for academic failures and school dropouts, the study has revealed that TVET trainees make well informed choices based on personal interest, job satisfaction and future employment prospects. It is their passion, rather than their shortcomings that propels them to choose TVET courses.

As revealed by the study, TVET provides numerous life-long benefits to youth. Through TVET, youth are well endowed with technical, entrepreneurial and life skills necessary for building resilience to life challenges, creativity and innovation.

5.4. Recommendations

1. Development partners and TVET institutions in Mukuru should establish ways of strengthening linkages with potential employers and Government institutions such as the Youth Development Enterprise Fund and UWEZO funds to facilitate trainees' access to start-up capital and future employment. This could be enabled through developing a culture of hosting career weeks and exhibitions for information sharing and exposure.
2. Public policy formulators should strengthen mechanisms for mandatory institutional supervision and accreditation, and facilitate regular skills upgrading of TVET trainers for quality assurance.
3. Public policy formulators should also appropriate and channel more resources to support TVET institutions in the informal settlements, including bursary funds.
4. The academy should conduct further research to assess the impact of tutor qualification on the quality of skills provided by TVET institutions in informal settlements in Kenya.

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APPENDIX 1: LETTER OF INTRODUCTION

Mr. JOASH DIEMO SIGU,
THE UNIVERSITY OF NAIROBI,
P.O. BOX 3019-00100,
NAIROBI, KENYA.
27/06/2016.

Dear Respondent,

Re: LETTER OF INTRODUCTION

My name is Mr. Joash Diemo Sigu, a student in the Faculty of Arts, Department of Political Science and Public Administration at the University of Nairobi.

I am undertaking a study to assess the impact of Technical and Vocational Education and Training on socio-economic empowerment of youth in Mukuru community in which I wish to invite you to participate. The study is part of my academic requirement towards the partial fulfillment of the award of Master of Public Administration at the University of Nairobi where I am currently enrolled. I will therefore appreciate your sincere and active participation in this study.

I wish to confirm that any information provided by you during the course of this study shall only be used for the intended academic purpose. I also wish to guarantee that your personal identity and information shall be treated with utmost confidentiality.

Further clarification concerning this research project can be obtained from my supervisor, Dr. Penninah Ogada of the University of Nairobi.

Yours truly,

Mr. Joash Diemo Sigu.

APPENDIX 2: QUESTIONNAIRE FOR RESPONDENTS

Instructions: Kindly write your response or mark with (x) on the spaces provided as appropriate. Kindly be as honest as possible.

Section A: Demographic Information

1. What is your gender?
 (i) Male () (ii) Female ()
2. What is your age (Please indicate)
3. What is your marital status?
 (i) Single () (ii) Married () (iii) Separated () (iv) Divorced ()
4. What is your highest level of education?
 (i) Primary School () (ii) Secondary School () (iii) College or University ()
 (iv) Never been to school ()
5. Where do you live? (Please indicate)

Section B: Individual Motivation for the Choice of TVET

6. Which year did you complete your vocational education and training program?
 (i) 2011 () (ii) 2012 () (iii) 2013 () (iv) 2014 () (v) 2015 ()
7. Which course did you do?
 (i) Dressmaking () (ii) Tailoring () (iii) Knitting () (iv) Computer ()
8. How did you know about this course? (Please state)

9. Did you receive enough information about this course before joining?
 (i) Yes () (ii) No ()
10. In a scale of 1 to 5, please mark with (x) the extent to which the following factors may have influenced your decision to choose this course.
 1 = Not influential **and** 5 = Very influential

Number	Factors Influencing Choice of Course	1	2	3	4	5
(i)	Opportunity for future employment					
(ii)	Personal interest and fulfillment					

(iii)	Lack of school fees for secondary education					
(iv)	Lack of school fees for college education					
(v)	Low KCPE or KCSE grades					
(vi)	Influence from role models					
(vii)	My parents' wish					
(viii)	Influence from relatives and friends					
(ix)	Religious beliefs					
(x)	My gender as male or female					
(xi)	Reputation of the institute					
(xii)	Distance away from home					
(xiii)	Personality					
(xiv)	How others see the course					

Section C: Benefits Accruing from TVET for Youth

11. Mark with (x) what you learned from life skills

- (a) Self-awareness (i) Yes () (ii) No ()
- (b) Effective communication (i) Yes () (ii) No ()
- (c) Stress management (i) Yes () (ii) No ()
- (d) Time management (i) Yes () (ii) No ()
- (e) Relationships (i) Yes () (ii) No ()
- (f) Decision making (i) Yes () (ii) No ()

12. Mark with (x) the skills you gained on entrepreneurship

- (a) How to start a business (i) Yes () (ii) No ()
 - (b) How to market a business (i) Yes () (ii) No ()
 - (c) Basic bookkeeping (i) Yes () (ii) No ()
 - (d) How to make savings (i) Yes () (ii) No ()
13. Has your social relationship in community improved as a result of this course?
- (i) Highly improved () (ii) Slightly improved () (iii) Not improved ()
14. Has your personal income improved since you completed this course?
- (i) Highly improved () (ii) Slightly improved () (iii) Not improved ()

Section D: Youth Transition into Employment after Completing TVET Courses

15. In your opinion, did the course equip you with relevant skills needed for employment?
- (i) Yes () (ii) No ()
16. Did the course include placement in an industry or with other business people?
- (i) Yes () (ii) No ()
17. If yes in 16 (i) above, how long was the placement?
- (i) Two weeks () (ii) One Month () (iii) More than a Month ()
18. Did the vocational education and training institution
- (a) Offer you career guidance? (i) Yes () (ii) No ()
 - (b) Directly offered you paid work? (i) Yes () (ii) No ()
 - (c) Linked you to an employer? (i) Yes () (ii) No ()
 - (d) Offered you startup loans? (i) Yes () (ii) No ()
 - (e) Bought you equipment? (i) Yes () (ii) No ()
19. Are you currently
- (i) Employed () (ii) Self-employed () (iii) Not employed ()
20. If not employed, state why
-

21. Are you currently using the skills you gained from your training? (Explain)

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APPENDIX 3: INTERVIEW GUIDE FOR EMPLOYERS

1. What is your current occupation?
2. How competitive is your industry?
3. Which markets do you supply your products?
4. When recruiting for employment, what level of qualification do you look for?
5. Are there specific personal qualities that you look for when recruiting?
6. Does your business/industry offer placements for TVET trainees?
7. Have you employed graduates from TVET institutions?
8. Based on your experience, do you think TVET trainees are adequately prepared for the job market?
9. What challenges have you experienced with TVET trainees/graduates working for you?
10. Do you think the courses offered by TVET institutions are relevant to the job market?
11. In what ways can TVET institutions improve to better meet the needs of the job market?

APPENDIX 4: INTERVIEW GUIDE FOR INSTRUCTORS

Section A: Demographic Information

1. What is your gender?
2. What is your age?
3. What is your marital status?
4. What is your highest level of education?

Section B: Individual Motivation for the Choice of TVET

5. Why do you think youth in Mukuru enroll for TVET courses at your institution?
6. Are male and female youth in Mukuru equally interested in the courses you offer?
7. What barriers prevent youth in Mukuru from accessing TVET courses?

Section C: Benefits Accruing from TVET for Youth

8. Under which Government Ministry is your institution registered?
9. Who is responsible for developing the training curriculum you use?
10. What grading system is used to assess trainees?
11. Does the Government regularly monitor your institution for quality?
12. What is the minimum level of qualification required for a TVET instructor?
13. Do all staffs in your institution meet this minimum qualification?
14. Do staffs in your institution undertake additional training to upgrade their skills?
15. Does your institution have enough equipment for quality training of students?
16. How does your institution ensure students get holistic training?
17. What benefits do youth get from attending courses at your institution?

Section D: Youth Transition into Employment after Completing TVET Courses

18. How relevant are courses offered by your institution to the job market?
19. Are trainees from your institution able to access employment after completing TVET?
20. How does your institution prepare trainees for the world of employment?
21. Why do you think youth in Mukuru continue to lack employability skills?