UNIVERSITY OF NAIROBI DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

VOCATIONAL AND TECHNICAL TRAINING OF SCHOOL LEAVERS: ITS EFFECTS ON THEIR LIVELIHOODS IN VIHIGA COUNTY, KENYA.

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DECLARATION

This research project is my original work and has never been submitted for examination in any other institution

Signature…… Date……

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Reg No: C50/8266/2017

This research project has been submitted for examination with my approval as the university supervisor

Signature……. Date……

PROF. PRESTON CHITERE

DEDICATION

I dedicate this research project to my family members, parents, children, my classmates and friends for their encouragement and emotional support.

ACKNOWLEDGMENTS

First, I would like to express my deep and sincere gratitude to my supervisor, Prof. Preston Chitere for his encouragement and support, guidance throughout my project study. Many thanks to my family members who have always been an inspiration giving me relentless support to see me through the project. I cannot also forget to acknowledge my classmates who I have been consulting to make this work perfect.

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ABBREVIATIONS AND ACRONYM

CDF: Constituency Development Plan

ICT: Information Communication Technology

NCCK: National Council of Churches in Kenya

SDG: Sustainable Development Goals

T.T.I: Technical Training Institution

TVET: Technical and Vocational Training Institutions

ABSTRACT

Youth are the future of any nation. To be certain that they have the required knowledge and skills, vocational and technical institutions have been used to impart the necessary training and skills. This study was conducted to determine whether the vocational and technical training of school leavers has an effect on their livelihoods. The focal point of the study was on the effects of vocational and technical training on the livelihoods of school leavers in Vihiga County, Kenya**.** The main objective of the study was "To examine the significance of technical training in improvement of livelihoods of the youth". The specific objectives were to: establish the characteristics of youth undergoing training at the technical training centers; examine the vocational and technical training programs of the centers; examine the resources available to the centers; assess performance of the centers; and to assess performance of the trainees and potential for employment**.** The study used descriptive survey design. The target population for the study was the youths in all the vocational and technical training centers in Vihiga County. Of the 30 centers in the County, five were purposively sampled for this study. From each of the five centers, 20 youths were sampled using cluster and interval sampling techniques total sample of 102 trainees. Other data were collected from the Key Informants as well as from secondary sources. Interview guides and Questionnaires were used to collect quantitative and qualitative data from the trainees and key Informants, respectively. The main findings include: Most of those enrolled in technical training institutions had more than the basic education that was required in the country. They also did not have a source of income and this implied that they needed some form of support from their parents and other sources in order to get through their training. The courses offered in these institutions were mostly two-year courses and this corresponded to the year that most of the respondents joined. Catering was by far the most popular course done by most of the youths in TVETs followed by hairdressing. The courses selected by most of youths had high employability potential. Majority of the students sampled TVETs were struggling to pay fees and meet their daily needs. Therefore, introduction of more financial packages in terms of loans and grants by the National and County Government was essential. The main recommendations include; first, students in TVETs require mentorship since some usually think they cannot make it in life. Secondly, the government needs to provide resources required by the TVETs especially on technical equipment. Thirdly, passing of exams is a key objective of every learning institutions, but TVET needs to focus more on technical skills other than capitalizing only on theoretical concepts. Lastly, governments need to put proper measures of ensuring TVETs are highly appreciated by the labor market as key propellers of technical skills across the country.

CHAPTER ONE:

INTRODUCTION

1.1 Background of the Study

Youth are the future of any nation and hence it is important to ensure that they have the necessary knowledge and skills that will allow the nation to propel forward both in the short and long term. Vocational training often tends to equip individuals with efficient knowledge and skills, thus empowering them. The skills on the vocational training include those required for one to perform a particular job function such as tailoring, masonry and carpentry.

Vocational training in Europe emerged because of development of the manufacturing sector. More industries came up which required skills for the operation of machinery and production (Wollschlager & Reuter-Kumpmann, 2004). It was applied in the implementation of both social and economic policies giving Europe a competitive edge worldwide (Mitra & Matlay, 2004). Due to the rapid technological changes in Europe, vocational training institutes also evolved to cater for the needs of the industry. It was re–structured to be suitable for now and in future as well as meet the structural changes in place, become adaptive and development of the person as a whole. Currently, Europe is searching for ways to ensure successful continuation and implementation of vocational training centers and expansion the workforce globally through exchange programs (Brockmann, Clarke, & Winch, 2008). Vocational Training is a problem in most African Countries where most of the training centers are school based. In countries such as Burkina Faso, vocational training starts after completion of primary school, which normally lasts around 6 to 8 years while in other countries such as Nigeria, Mali and Swaziland, training starts after graduating from junior high school, which is also called basic education ranging from 9 to 12 years (Union, A 2007, May). Most African Countries use vocational training as a tool for creating economic empowerment hence, alleviating poverty. However, financing of the institutions is less than the budgeted amounts leading to low performance of the institutions (Ziderman, 2003).

In 1968, the National Council of Churches in Kenya (NCCK) established vocational and training centers in Kenya, which were then referred to as Youth Polytechnics. Their main aim was to

provide technical skills to the Kenyan Youth and equip them with entrepreneurial skills for their livelihood provision. By 1971, the Government of Kenya started supporting the youth polytechnics and they started growing. However, this growth was short-lived since the growth declined in 1980's due to economic decline and the rolling out of the 8-4-4 education system in the country (Oketch, M. O. 2007). .In 2005, the government realized the importance of the centers and introduced the Ministry for Youth affairs and sports, which came up with ways of assisting the polytechnics with the various problems they were facing.

In Kenya, active effort has been put towards establishing more vocational training institutions and improving the existing ones. However, in recent years, youths in Kenya have often find themselves in challenging situations since a significant proportion of them have no solid means of improving their livelihood. In order for this to change, the youth should be equipped with the necessary knowledge and skills that will make them self-sustainable. Evidently, it's not all youths that would qualify or have the means to go to universities and colleges and hence vocational training institutions become important for this segment of the population. The focus should thus be on improving vocational training institutions, particularly in rural areas, to ensure that youths have a means to sustainable livelihood, which will make the country have a brighter future. The Vision for Vocational and technical Education and Training subsector in Kenya aims at providing skills necessary for globally competitive employable human resource (Ministry Of Education: Vocational and Training, 2016). This process may involve restructuring the vocational training centers, providing them with more finance and allocating more fields in the training centers, including addition of qualified teachers.

1.2 Statement of Research Problem

In recent years, Kenya has been faced with the problem of unemployment and this mainly affects the youth. The problem is more severe in rural areas where the livelihoods of youth remain unsustainable in most parts. Vihiga County is among the counties with the highest population densities in Kenya. This is according to the National Population Housing Census of 2009. In 2009, it had a population density of 1,033 persons per square Km. in the recently conducted Census of 2019; the population density grew to 1,047 persons per square km (Kenya National Bureau of Statistics 2019). The County has a youthful population with 46% of the population are persons

between the ages of 15 to 35 years. The youth in Vihiga County face numerous challenges such as unemployment a low resource base and lack of ownership of land, which is a factor of production. One of the contributing factors of lack of land ownership is the high population density. There is also a high dropout rate of secondary education due to factors such a high cost of education. The County Government came up with a Youth Policy in 2018 aimed at addressing some of the challenges facing the Youth in the County. One of the solutions that has been implemented is the introduction of vocational training institutions to teach youth the life skills, which will help them to attain their source of livelihood. These interventions are necessary since they will help with the County development through the youth. If no solutions are sought, the lives of the youth in the County will be at risk due to factors such as high crime rate, use of drugs and other dangerous behaviors. This problem is also a nationwide problem in Kenya due to the high unemployment rates among the youth. All these issues raise concern about the future of the youth and their livelihoods in Vihiga County. The aim of this study is to determine how educating the youth can improve their livelihoods.

1.3 Research Questions

a) What are the characteristics of youth undergoing training at the technical training centers?
b) What are the training programs in the technical training centers?
c) What are the resources available to the centers?
d) What is the performance of the centers in terms of enrollment, completion and assess to employment of its trainees?
e) What is the performance of the trainees and their employability potential?

1.4 General Objective

To examine how the school leavers' livelihoods have improved because of their Technical and Vocational

Training

1.5 Specific Objectives

a) To establish the characteristics of youth undergoing training at the technical training centers and effect on their performance.
b) To examine the vocational and technical training programs of the centers and the relevance to the needs of their trainees.

c) To examine the resources that were available to the centers.
d) Assess performance of the centers in terms of enrollment, completion and access to employment of its trainees
e) Assess performance of the trainees and potential for employment.

1.6 Scope and Limitations of Study

The proposed research focused on analyzing the effects of vocational and technical training on the livelihoods of school leavers in Vihiga County, Kenya. This study was limited to Vihiga County. For effective data collection and analysis, the study narrowed down to five vocational training institutions, including both male and female and the respondents were chosen randomly. The focus was on the trainees attending the TVET institutions. However, the vocational training institutions selected as the sample were small as well as the participation of the respondents in the study, which in turn, limited the researcher from generalizing to a large number of such centers and their trainees.

1.7 Justification of Study

The motivation behind this research project was based on developing strategies aimed towards improving rural livelihoods in Kenya. Many researchers have identified that education is one of the most powerful tools that influence people's behavior and modifies how they view the contemporary world as well as the future concerning how they can efficiently use the resources available to them. The government has invested in vocational training institutions as a way to instill youth with the needed knowledge and skills to make them improve their livelihoods. However, despite this, there are still some challenges that manifest themselves in terms of a lack of improvement in livelihood in some youth despite them attending these institutions.

Furthermore, the vocational training should be able to include both school leavers who have completed their primary education and the already working youth so that they can improve on their skills and experience. In addition, there are some youth who do not even get the opportunity to attend these institutions and they continue having unsustainable livelihoods as a result, these youth should be guided and encouraged to join these institutions by making them more affordable and expanding them to accommodate as many youth as possible.

This study aimed at guiding the Government on how they can incorporate the school leavers or drop outs who have not managed to complete the basic primary school education into the institutions.

1.8 Definition of key terms

Livelihoods- Means to satisfy needs such as food and housing; this can be described as the source of income to cater for their daily requirements.

School Leavers- All persons who are not able to attend post primary and high school education.

Service Artisans- Skilled manual workers, who make items such as furniture and are already working or employed. The emphasis on them is to improve their level of skills through further training in the vocational institutions.

Skill-Ability to perform a task competently.

Vocational Training- Training that emphasizes on skills and knowledge for a particular trade such as masonry and carpentry.

Youth- A person between the ages of 15 ad 35 years

CHAPTER TWO:

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter focuses on different literature pertaining to vocational and technical training institutions. According to sustainable development goal number 4, it states that there should be quality education and specifically, to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." In relation to technical training centers, the emphasis is to make sure that the types of courses offered in these centers are of high quality to ensure sustainability.

2.2 Characteristics of youth undergoing training at the technical training centers

According to the United Nations, a youth is a person aged between the ages 15 and 24 years. It can also be defined as the age where a person leaves their compulsory education and finding their first employment. The African Union defines a youth as an individual between the age of 15 and 35 years (Africa Union, 2006). This means that the definition of youth varies according to several factors such as economical level and region. This study regards a youth as any person between the age of 15 and 35 years. Most youth who join polytechnics are the ones who have completed their Kenya Certificate of Primary Education and lack means to join high school as well as those who have completed their Kenya Certificate of Secondary Education and are unable to join the University. This has made the parents and public to view the youth joining the training centers as failures (Daily Nation, 2014). This is because the white-collar jobs are considered more enticing than jobs requiring technical skills. Most of the youth enrolled in these centers have the skills and talent required for the particular vocation. Many of the youth are not eager to learn in the technical institutions.

2.3 The technical training programs and the needs of the trainees

According to the Ministry of Education, Technical Education Report (2016), Technical and Vocational Education and Training (TVET) institutions have an obligation to equip the graduates with quality and relevant skills by offering programs that focus on competencies to meet the demands of the labor markets. In Mackay (1982), there was need to restructure the education

Curricular in Kenya from the British system to a more practical methodology of teaching practical courses that enabled the student to gain self-employment skills(Lelei, M. C., & Weidman, J. C. 2012). This was necessitated by the growing rates of unemployment and skills requirements in the labor market. The youth attend these institutions to gain skills suitable in the current labor market. In turn, they can be used in entrepreneurial engagements. The Kenya Vision 2030 aims to transform Kenya into a newly industrializing, middle-income country providing a high quality life to its entire citizen by 2030 in a clean and secure environment (Ndung'u, N. Thugge, K., & Otieno, O. (2011)). Technical Education therefore is an important aspect for the achievement of Kenya Vision 2030. Furthermore, vocational and technical education and training has been identified as one of the aspects that promote the overall achievement of national development goals. In his capacity as the Education Cabinet Secretary, Fred Matiangi, in an opinion editorial in the Daily Nation newspaper mentioned that "Without heavily investing in TVET , Kenya will not attain the grand development goals that it has set itself in policy documents such as Vision 2030" (Matiangi, 2017). Matiangi goes on further to give some of the projects over the next couple of years that would involve many skilled workers which include the Northern Corridor Integrated Project, the LAPSSET project, the standard gauge railway, the airport and highways expansion projects, and the geothermal and wind energy projects. One of the big four agendas pillar is manufacturing. The manufacturing sector needs the skilled labor from TVET graduates the technical centers. Tvet provide both skilled and manual labor skills required for the manufacturing sector. Because of the need for skilled labour for national development initiatives, the Ministry of Education saw that vocational and technical education and training was important in order to ensure that the country is at the right path to achieve its development goals. Thus, while such education and training will give students the skills to get employment in various industries, it is also vital to recognize the value of the training institutions, which serve a larger purpose to the nation as a whole. Thus, allowing it to achieve its development goals and initiatives.

2.4 Resources Requirements of Vocational and technical Training Institutions

The quality of the technical institutions requires adequate resources. A youth and Adolescent Survey carried out in Vihiga (2015) showed that many of the youth in the County said that the courses in these centers were costly and they were not affordable to most of them. Since most of those who joined these institutions, particularly in rural areas, come from low-income households,

affordability was one of the main things that could determine if a person joined the institution or not. When the courses are costly, then some of those who attend the institutions may find it difficult to keep up with the tuition fees and in the end, they might not be able to graduate. The youth also said that the courses offered are not marketable in the labour market hence not beneficial to them. The students joined these institutions with the hope that it will give them the skills that they could use to improve their livelihood and as such, if the courses offered were not in line with market requirements, then the training would not have fulfilled its purpose to most of the students.

It seems that the problems encountered in these institutions, namely affordability and unmarketability of the courses offered, lies in the lack of adequate resources. The current level of technology requires the institutions to have tools and materials that are relevant to demand requirements but this seems not to be the case for most of these institutions. For instance, the findings of a study by Sang, Muthaa and Mbugua, (2012) on challenges experienced by technical training institutions in Kenya showed that "Most of the training equipment found in such institutions, are not technologically in alignment with those found in industries and organizations. The training equipment are outdated compared to those in industries and organizations". The implication is that the skills that the students acquire will not be at par with the industrial requirements since they will have to undergo additional training during internship or employment so that they can know how the modern equipment operates. It is therefore paramount for the government to work on providing more equipment for the marketable courses to enroll as many trainees as possible.

2.5 Performance of the training centers

There are many challenges facing the Vocational and training centers which contribute to their efficient performance, among the challenges is lack of involvement of members of communities as players in decision making of the centers. This could make the parents change the attitude toward the centers and see them as better institutions. Sang, Muthaa and Mbugua (2012) noted that among the ways to improve these attitudes was increasing the incomes of the youth who graduated from the technical institutions once employed. The types of trainers are also not well developed and are not updated on their upcoming challenges and trends in their profession. In their study, Sang Muthaa and Mbugua further found that the quality of teaching and learning in these institutions was significantly affected due to inadequate staff. Furthermore, most of the instructors

at these institutions were diploma holders and that "majority of the T.T.I trainers therefore train at the same level of the academic achievement with no added advantage except age and classroom experience". Due to these, there cannot be an improvement in their performance of the centers.

According to Education Executive Jemimah Tuja and Chief Officer, Philomena Kirote (2015), despite the fact that in recent years, the county has invested over Sh. 51 million for development of youth polytechnics it continues to experience decline in the number of children joining such technical institutions. As such, the number of students in an institution might determine the allocation of funds. Since the population of students keeps declining, they are not able to receive funds for the enhancement of the centers for improvement purposes. This means that the centers have a high chance of improvement due to the support from the Government, but interventions encouraging the youth to enroll into Technical institutions should be well looked into.

As per the sessional paper number 2 of 1992 on small enterprise and Jua Kali development, in order to improve and develop the informal sector activities, human resource skills development is essential. Inadequate and unskilled labor force in the informal sector inhibits its growth and the economic growth of the country. One of the major ways to improve the skills development is by initiating TVET reforms such as linkages between the industry and the TVET training and expansion of the Tvet institution.

2.6 Performance of trainees and their eligibility to employment

Some of the courses offered in the institutions are believed not to be in demand the job market. This includes Information Technology. This is because the course prepares the trainees to be able to use ICT in business but there is no market. The trainees are eligible for employment after completion of their course. The problem facing them is the high unemployment rate. The labor market is flooded hence there is no high demand for jobs. These frustrations make the trainees join the universities with several exemptions due to their technical education and undertake degree courses to compete with the skilled workers for the few jobs available.

Another major problem that the trainees face is about the devaluation of the so-called Blue-Collar work. It seems that most sectors in the country prioritize examination and assessment scores rather than the comprehensiveness of skills that one has in a particular discipline. Most companies have placed value on college degrees and since the prestige has been bestowed mostly upon white collar

jobs, trainees in technical institutions often find it difficult to secure jobs in major companies (Wahba, M. 2012). With this in mind, companies need to be involved in planning and designing TVET programmers to make the course taught to be in line with the needs of the country. The one-sided narrative that those with college degrees are suited to the current trends in the industry needs to change since trainees from TVETs also acquire useful skills that can help the nation in its unique needs and particularly in the manufacturing sector.

2.7 Theoretical Framework

2.7.1 Rural University Concept

Professor Ravi Matthai introduced the Rural University. He was born in India and he established the Indian Institute of Management. In 1975, he initiated the Jawaja experiment, aimed at explaining the rural university concept. According to him, Rural University is not an institution in the structural sense, but a concept. Rural University is not a university but it is an institution that is legally established by the authorities (Matthai, 1985). The Jawaja experiment took place in a drought prone district of Rajastan and was believed to be incapable of any development. The main idea was to be self-reliance. This concept was concerned with the development of a community. Education was used as a tool for community development. In regards to these, people learnt several topics such as their immediate socio economic circumstances and how it changes their lives. There were also various assumptions, which include the maximization of the locally available resources, activities sought to increase value to the initial products and ideas generated from the community members themselves. The core idea of rural university was rural development and to make education an agent of development.

2.7.2 Youth education and Community Development

Youth are the future of any country. In recent times, youth have actively engaged in the community development process. This process enhances long-term sustainable development since the youth are better positioned for this (Brennan, M. A., & Barnett, R. V. 2009). Youth education can be in the form of vocational and technical education offered by vocational training institutions. There are several objectives of community development. This includes dealing with the problems caused by illiteracy and education for women. For a community to develop, the members should be educated. To facilitate this process, incentives should be included such as giving a discounted fee

and having materials necessary for the handwork projects. Some determinants affecting access of education is mainly based on the characteristics of the household. The household's socio economic standing base on income and material assets greatly influence the adult education, the community's basic economic and educational assets, prevailing ideology and belief system, cultural exposure and innovativeness.

Kenya is among the first countries to introduce education on entrepreneurship skills (Sambo, W. 2016). This has assisted in knowing the demands of the employment sector in the vocational and training schools. These demands can be met when the problems facings the institutions are sorted. Problems can arise from various dimensions, from the trainee, it can be poor attendance and dropping out from the trainer can be lack of adequate training equipment's and from the community as a whole and the institution itself, it can be lack of funds and the unsuitable curriculum. Areas of improvement therefore would need to be availing funds through the local government into the institutions, development of a more updated and inclusive curriculum that encompasses the needs of the society, the learner and the needs of the skill being taught. Evaluations should be done regularly to determine whether the curriculum is still up to date. This will ensure that the Technical training institution produces skilled Artisans, Craftsmen, Technicians and Technologies for both formal and informal sectors. (Deitmer, L., & Heinemann, L. 2009)

2.7.3 Thorndike's law of learning

This is a theory, which aim to explain how learning occurs. Edward Thorndike developed the theory of learning, in which he states that for learning to occur, there should be readiness, exercise and effect. According to Thorndike (1930) for one to learn, the three must be in place for learning to occur. Basis of learning is association. A stimulus can be used to produce a desired feedback. He also concluded that learning is a change of behavior, which can be observed and measured. According to Edward, learning is an incident that comes from the association of two events these are stimuli and response. The response can be strengthen through reward. For one to be successful in learning, they must combine the stimuli and the response. The trainer should introduce a positive stimulus for them to acquire the expected response. For example, the trainer should engage the trainee in all aspects of the learning process and not just give long lectures. Engaging the trainees would most probably produce a positive response. For one to learn the element must be ready. The

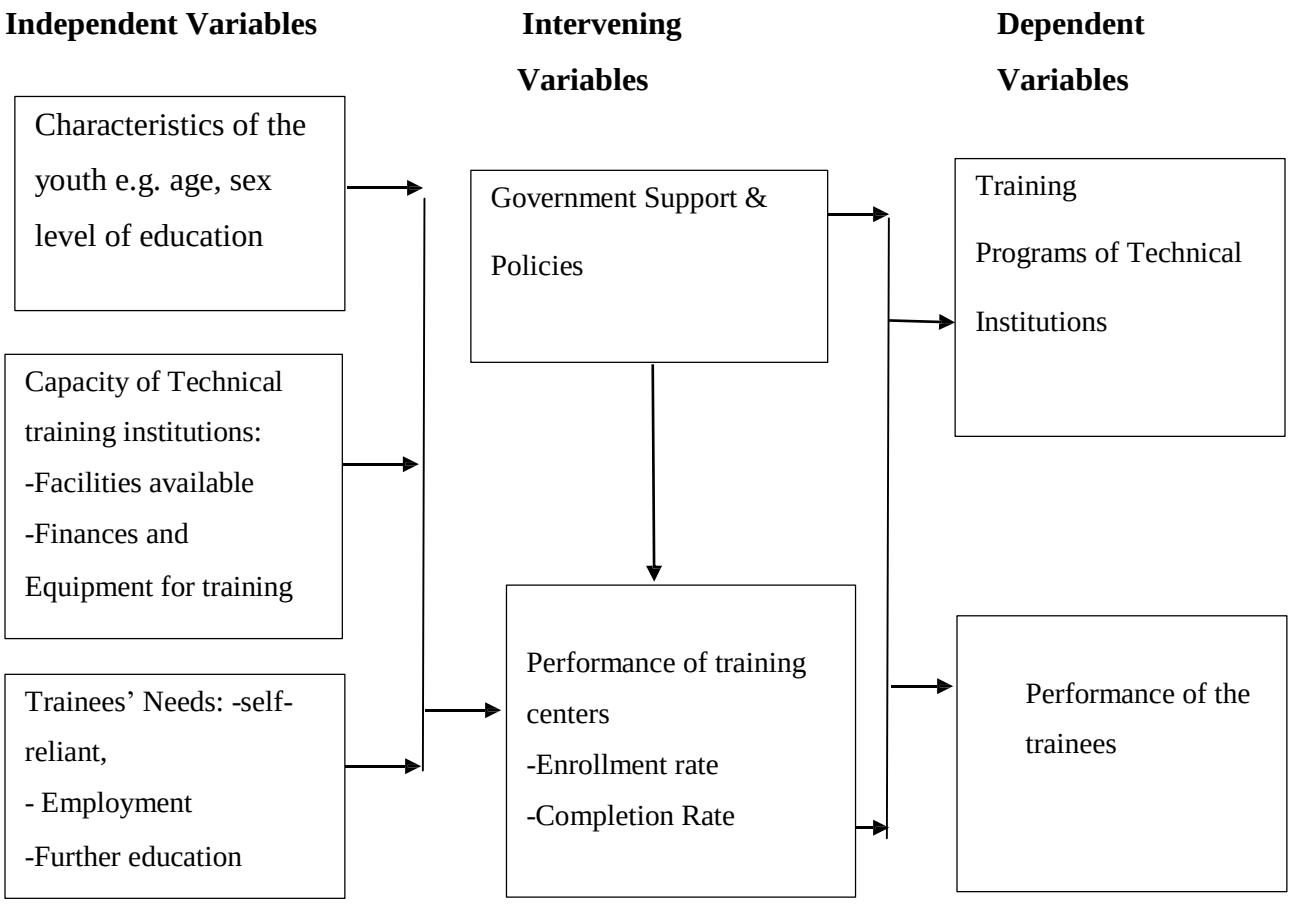
trainee should be willing to learn for learning process to occur. The trainees should be prepared using a guideline or syllabus so that they can know what is expected of them. This includes having complete and clear content for the technical centers and the trainers should be ready to teach what the guideline states. Some of the challenges faced with the content needed to be trained is lack of adequate resources to execute this learning process. The staff should also be ready to teach what is in the syllabus. When a trainee is ready to learn, the learning process is easy and simpler since there is no hindrance. Learning also requires exercise. The trainees can practice the skills taught for learning to take place. This is usually what happens in most cases since the skills involved are usually handwork. They are required to use the tools provided for them in order to perfect their skills. Continued disuse will render the learning process futile since prolonged time with no practice of the skills learnt, will automatically lead to forgetting the skills taught. When the trainee uses the skills, it is fixated in their mind while continuous disuse causes disconnection with the skills. The effect of the learnt skill is also useful in the Vocational centers. If the students are able to witness the effect of their learnt skills in their community and their life, they will be motivated to learn. Positive effect encourages learning while negative effect discourages it. Trainees are able to gauge if the skills they are being taught have a positive or negative effect. Mostly, these skills have positive effect and these effects should be shown during the learning process for motivation purposes.

2.8 Conceptual Framework

A conceptual framework is a pictorial or written presentation in research showing the various variable being studied and their relationships between them. In this study, the researcher has included the concepts that the researcher holds in the issues about vocational and technical training of school leavers.

Below is a diagrammatic presentation

Fig 2.1 Conceptual framework



2.9 **Operational Definitions**

In examination of the effects of Vocational training livelihoods of school leavers, we have to establish the characteristics of the youth such: as age as measured by the years they have lived. Further gender may be used to determine whether they are male or female, education as indicated by the years of formal schooling, marital status indicated by whether married, single or separated and sponsorship of the youth as indicated by who pays their tuition fees. The livelihood was measured by the perceived livelihoods after course completion. The programs of the technical centers also has to be studied and the fulfilment of them to the needs of the trainees. The programs refer to the courses offered at the institution while the needs where measured by asking the trainees what they would like to do after completion of course. The resources available to the center was measured by equipment, facilities, funding available and instructor to trainees ratio and whether they were adequate for of the institution. Performance of the centers was also measured. The enrollment, completion rate and assess of its trainees to employment was used to measure its

performance. Performance of trainees was measured by grades scored in their exams and asking the trainees about their potential for employment.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes data collection methods that were used to record data, present and analyze it. It also explains the location of the study area and gives a summary of the population and units of analysis.

3.1 Site Description

The study was carried out in Vihiga County, which has five sub-counties namely: Emuhaya, Hamisi, Luanda, Sabatia, and Vihiga. The main ethnic group in the county is Luhya and a large proportion of the population is from the Maragoli sub- tribe. The main economic activity is small-scale agriculture. The total number of vocational centers in the county is seventeen (17). The focus of the study was on the Vocational and technical training centers and the youth attending these centers.

A dense population of 612,000 characterizes Vihiga County, with an annual population growth rate of 2.5%, It has a high fertility rate of 5.1%, leading to the high population rise. The youth represent 25% of the population (Vihiga County Profile, 2017). It has child rich profile due to the high fertility rate. About 45% of the population is aged between 1 to 14 years old (Kenya national Bureau of Statistics, 2018). Since the largest part of the population consists of children, the implication is that there is a high dependency ratio in this county. The dense population with 531 persons per km square also suggests that there are scarce resources in the region, most significantly, land that is needed for farming.

3.2 Research Design

The study investigated the effects of vocational and technical training on the livelihood of youth in Vihiga County using descriptive survey design. This is because the research involved interviewing the sample population and the result of the interview used to generalize to the whole population. The research design is appropriate since it allowed the researcher to obtain relevant information from the respondents within the shortest time possible. Furthermore, it was suitable in

providing relevant information that could later be summarized, presented, and interpreted for the purposes of clarification of the inquiry at hand.

3.3 Units of Observation and Analysis

The unit of observation was the trainees and artisans attending the vocational training centers in Vihiga County. The study also targeted the Heads of the institutions and the county Ministry of Education. The unit of analysis was the effect of the Vocational and technical training of the trainees on their livelihoods.

3.4 Target Population

A population consists of a group of individuals or objects with shared characteristics. The population for this study was the trainees attending the TVET institutions in Vihiga County. A sample was collected from this population.

3.5: Sample size

3.5.1 TVET Centers

A sample must be scientifically taken from a population in order to make a generalized observation/ statement of a population. A sample is therefore a proportion of an entire population.

This study was carried out in Western Kenya Region, Vihiga County. The County has 30 registered vocational and technical Training Centers (Vihiga County Profile, 2017). Out of these, five centers were taken randomly as samples for the study. The five technical centers sampled were Boyani, Keveye, Kaimosi, Solongo and Mudete Vocational Training Centers. The sample was picked purposively in consultation with the County or Sub County youth office and was according to the centers that are assisted, according to the skills offered in the centers, according to duration of courses and who was sponsoring the center.

3.5.2: TVET Trainees

The population of the trainees in the five centers was 1,139, a sample of 102 were picked. Interval sampling was done, the list of trainees attending the institution was used and the sampling was done using an interval to obtain the number of trainees. Non-proportional sampling was also used in order to get representation from each of the institutions in regards to the course undertaken.

Table 3.1 shows the youth polytechnics, their enrolment, and number of trainees sampled.

Table 3.1: Sampling of Respondents

Sampling Stage	Population Size	Sample Size
1.Selection of All Technical Centers	30.00	5
2.Selection of Respondents		
I. Boyani II.	197	19
Keveye	500	24
III. Kaimosi	178	20
IV. Mudete	153	19
V. Solongo	111	20
Total	1139	102

3.5.3: Key Informants

The key Informants were 6, 5 of them were the heads of the technical training institutions and the 1 key informer was the Director of Education for Vihiga County Government

3.6 Data Collection methods

The study applied both primary and secondary data. The primary data were obtained using interview schedules, which was administered physically to the Key Informants and questionnaires, which was administered to the trainees. The questionnaire was divided into sections for in depth gathering of the data. The data presentation was in the form of tables, Pie charts and Bar graphs. Secondary data was obtained through records in the Education department of Vihiga County. The data was analyzed and a report thereafter generated.

3.7 Data Analysis

Data collection exercises resulted to quantitative and qualitative data. Quantitative data was examined through the application of descriptive statistics and SPSS software. It was shown in terms of Pie charts, bar graphs and tables. Qualitative data was analyzed through extracts from reports, key thematic areas and key expressions. The presentations were used to generate the findings, conclusions and recommendations.

3.8 Ethical Considerations

After approaching the participants relevant to the study, informed consent was asked from them. The informed consent of participation was read to the participants and they were asked if they

understood and would participate. Participants were also informed of the confidentiality clause. This meant that they were informed that the only their supervisor and researcher would access any confidential information from them.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings of the study and analysis using descriptive statistics in order to get meaningful information from the questionnaire responses. In the study, the respondents were drawn from five public vocational and technical training institutions in Vihiga County. These institutions included Boyani Vocational Training Center, Keveye Vocational Training Center, Kaimosi Vocational Training Center, Mudete Friends Vocational Center, and Solongo Vocational Training Center. Different characteristics pertaining to the institutions as well as the students who enrolled in these institutions were considered to allow for a wholesome study of how the trainees' current life and what was expected after completion of the training.

4.2 Characteristics of youth undergoing training at the Technical Training Centers The study focus on the characteristics of the youths undergoing training in these vocational centers was essential in line with the study objectives to understand the composition of the trainees in terms of gender, age, level of education, economic status, sponsorship for the training and family status. Below is a representation of the data collected on these characteristics.

4.2.1 Age of the Trainees

The age of the trainees in this study was analyzed since it is important to know the age composition of the trainees. The trend is that when one completes their secondary education they join Universities, College, TVET or go into occupation. The study looks at the age of the trainees to confirm how old they were and if they joined the institutions immediately after completing their secondary or primary education or of they joined much later.

The age of the trainees was entirely youthful. Of the 102 respondents, 21.6% of them were between the ages of 15 and 19 years. The lower age range of 15 years is a reflection of students who upon finishing primary education, did not have an opportunity to join secondary education, and thus resorted to technical training. Most respondents in this age group were attending the institutions to gain knowledge and for education purposes. Education being defined as the process of providing an inexperienced person with information to assist them to them develop physically, mentally, socially and economically (Offorma, G. C. 2009). The end of the age group, 19 years, on the other hand reflecting those who had just completed secondary education recently and would be looking for a means to obtain skills, which would enable them to improve their livelihoods. The fact that most of the respondents were between the ages of 20 to 24 years (

65.7%) showed clearly that the trainees were in transition from the formal education system having completed their secondary school and either unable to proceed for one reason or another or opted out of university or college education. Most of these respondents were not undergoing the training centers for education but also for a means to support themselves. This may be due to changing lifestyles, rapid social change or job obsolesce (Hiemstra & Sisco, 1990). A minority (2.9%) of the respondents were above 30 years.

Table 4.1 Age of the respondents

Age bracket	Number	Percent
15 -19 years	22	21.6
20 -24 years	67	65.7
25 – 29 years	10	9.8
30 and above	3	2.9
Total	**102**	**100.0**

4.2.2 Gender of the Trainees

Of the 102 respondents relevant in the study, 51% were male and 49% were female. This represented an almost equal number of males and females and which reflects the gender balance that was observed in the institutions. Vocational and technical Training Centers were traditionally designed and institutionalized for the male gender in developing countries. Most of the centers were planned without the female gender in mind. It was culturally believed that women were not allowed to join the vocational training centers (Wahba, M. 2012). Vocational and technical Training Institutes were initially known for male dominated technical courses such as masonry, carpentry, and mechanics among others as compared to female oriented courses such as tailoring, catering and hairdressing. The almost equal representation of both genders is an indication of the changing trends. This could be because of new female oriented courses introduced in these training centers or the female trainees venturing more and more into male dominated fields. The real reasons are worth further studying.

Table 4.2: Gender of the Trainees

Gender	Number	Percent

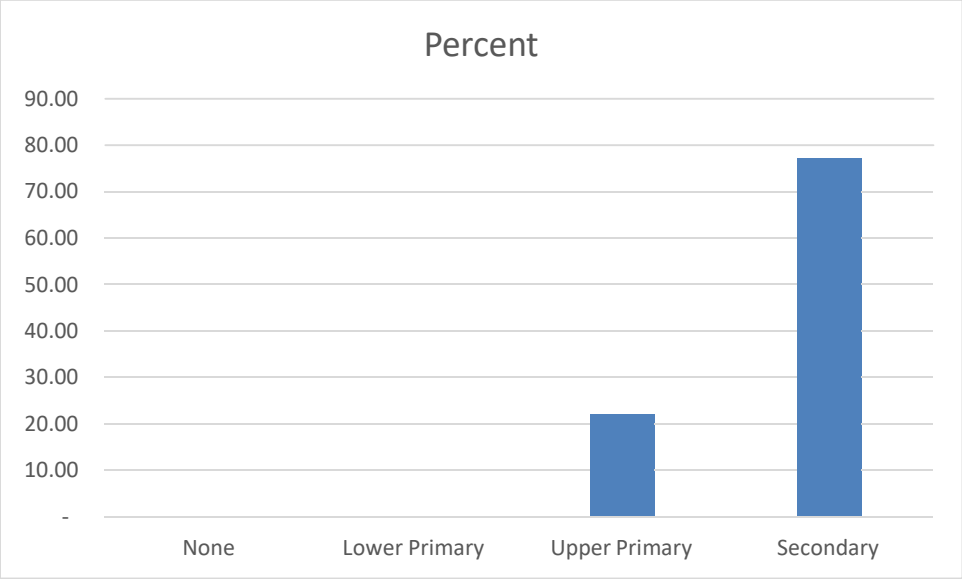
Female	52	51
Male	50	49
Total	102	100.0

4.2.3 Level of Education of the Trainees

Out of the 102 respondents, 77% had at least a secondary education, 22% had at least an upper primary education and only 1% had a lower primary education. These findings indicate that most of those enrolled in technical training institutions had more than the basic education that was required in the country. It was apparent that most of the respondents were through with their secondary education and this was a reflection on how people view the importance of education. This may be one of the reasons as to why most of the respondents were educated beyond the basic level. TVET centers mainly focus on instilling the youth with the essential skills and knowledge enforced within the labor market.

A majority of the students had completed their secondary/primary education between 2016 and 2018 as shown in Table 4.3 below. About 26% completed in 2016, 33% in 2017 and 20% in 2018. This shows that most of the trainees joined the institution immediately after completion of their basic and secondary education. One reason for this could be the fact that the fees for the TVET centers are slightly lower than University fees (Winch, C. 2013).

Figure 4.1 Highest Level of Education



Primary education is the lower entry level in most TVET's for craft courses. However, the government is currently implementing a new education policy of 100% transition from primary to secondary school since the year 2018. It is therefore likely that the few respondents who have only primary education finished or dropped out of school before the year 2018. This together with the community value for education that has gone up over the years making many parents and even pupils to endure for at least secondary school education means that less students are available at this level to join the training centers. This informs the low rates of those with primary level education in the training centers. The high levels of trainees with secondary school education informs the current trends in learning where secondary school is becoming the basic education level. It is also the main entry level in most of the training centers.

Table 4.3 Year of Completion of Secondary/Primary Education

Year of Completion	Number	Percent
2002	1	1
2009	1	1
2010	2	2
2012	2	2
2014	4	4
2015	4	4
2016	27	26
2017	34	33
2018	20	20
2019	1	1
No Response	6	6
Total	102	100.0

4.2.4 Marital Status of the Trainees

Marital status was studied to determine if the trainees still study after marriage. A handful of them were married and majority of them were single. The results of the study showed that 93% of the respondents were single, 6% were married and 1 % were separated.

Table 4.4: Marital Status of the trainees

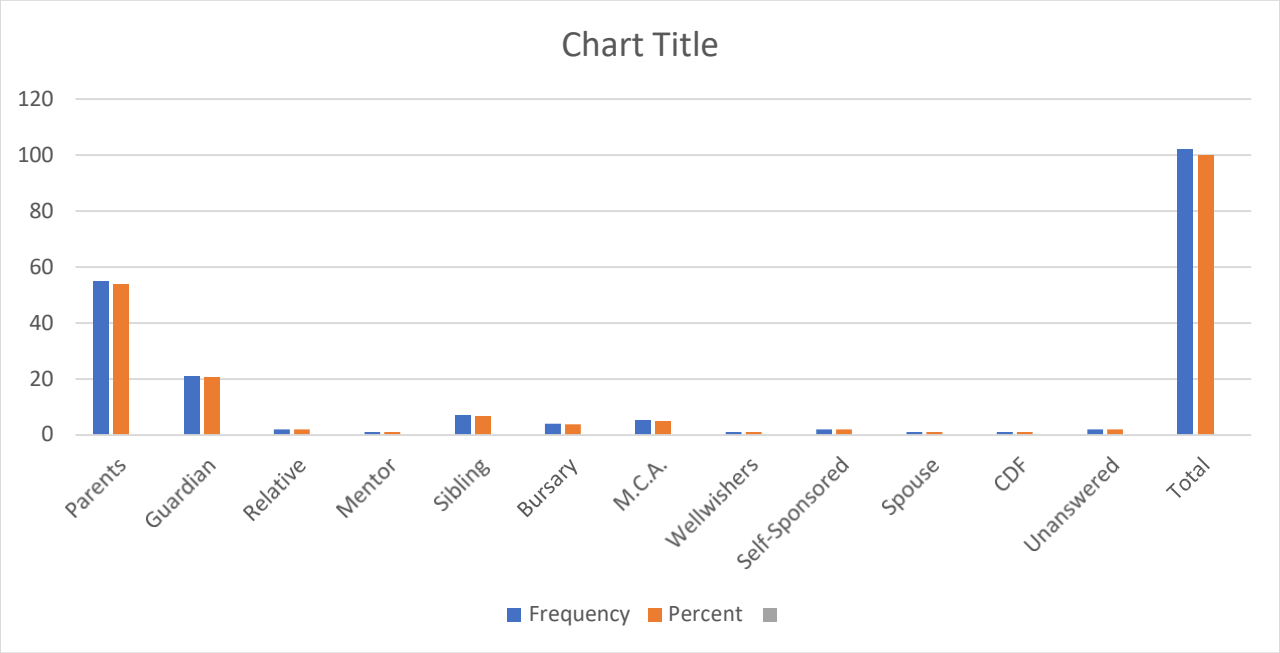
Marital Status	Number	Percent
Single	95	93
Married	6	6
Separated	1	1
Total	**102**	**100.0**

4.2.5 Sponsors of the trainees

Parents and guardians sponsored most students and this is something that is not a surprise considering the age of most of the students. The findings on the age of students revealed that most were below 24 years. This implied that they were still living at home with their parents or guardians as they tried to find stable sources of income to improve their livelihoods.

Their parents supported about 60% of the trainees, 20.6 % by their guardians, 2% by relatives, 6.8% by siblings, 3.8% by bursary, 4.9% by MCA, 2% by self and 2% did not answer. Either spouse, well-wisher, CDF or mentor supported the rest 4%.

Figure 4.2: Sponsorship of the Trainees



4.2.6 Number of Parents Alive and their Occupation

Considering the age group of those who were enrolled in the technical training institutions, there was a high probability that most of them were being supported in their educational endeavors in one way or another. Thus, the study also looked at the number of parents who were alive for the students as well as the occupation of the parents. About 72.5% of the respondents had both parents alive, 21.6% had one parent alive, and 5.9% were orphans. This is represented in Table 4.5 below; this supports the high number (53.9%) of trainees sponsored by parents. Most of the students had at least one parent alive and while this information on its own may not be useful in understanding how it is linked to enrolment in the technical training institutions, it will be complemented with information on who sponsors these students to understand the role that parents have in influencing enrolment in the technical training institutions

Table 4.5: Number of Parents Alive

Status of Parents	Number	Percent

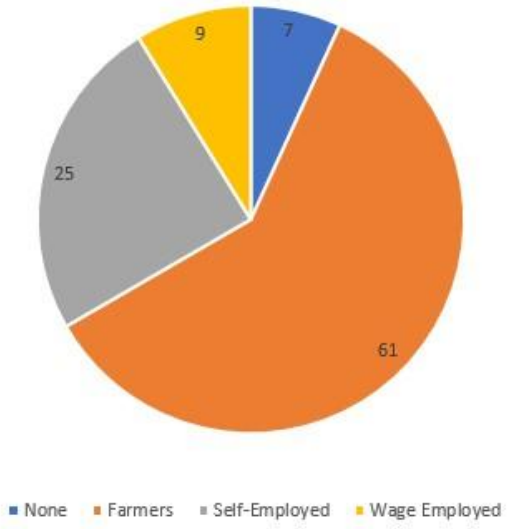
None	6	5.9
One Parent	22	21.6
Both Parents	74	72.5
Total	**102**	**100.0**

Other than the number of parents alive, it was also important to consider the occupation of the parents to see if they were in a position to sponsor their children to enroll in the technical training institutions.

A majority of the parents were farmers. This was a reflection of the main economic activities of rural areas. Most farmers in the county practiced small scale farming which was mainly to meet basic needs. After farming, self-employment served as the second most popular occupation of the parents. The self-employment was mainly in terms of small businesses such as general shops and kiosks among others. This data also shows that the parents are hopeful that their children may be able to undergo the trainings at the institutions and gain skills to improve their living standard and be able to get a better means of living. This may be through employment or being self-employed.

The figure below is a graphical representation of the occupation of parents of the respondents.

Figure 4.3: Occupation of Parents



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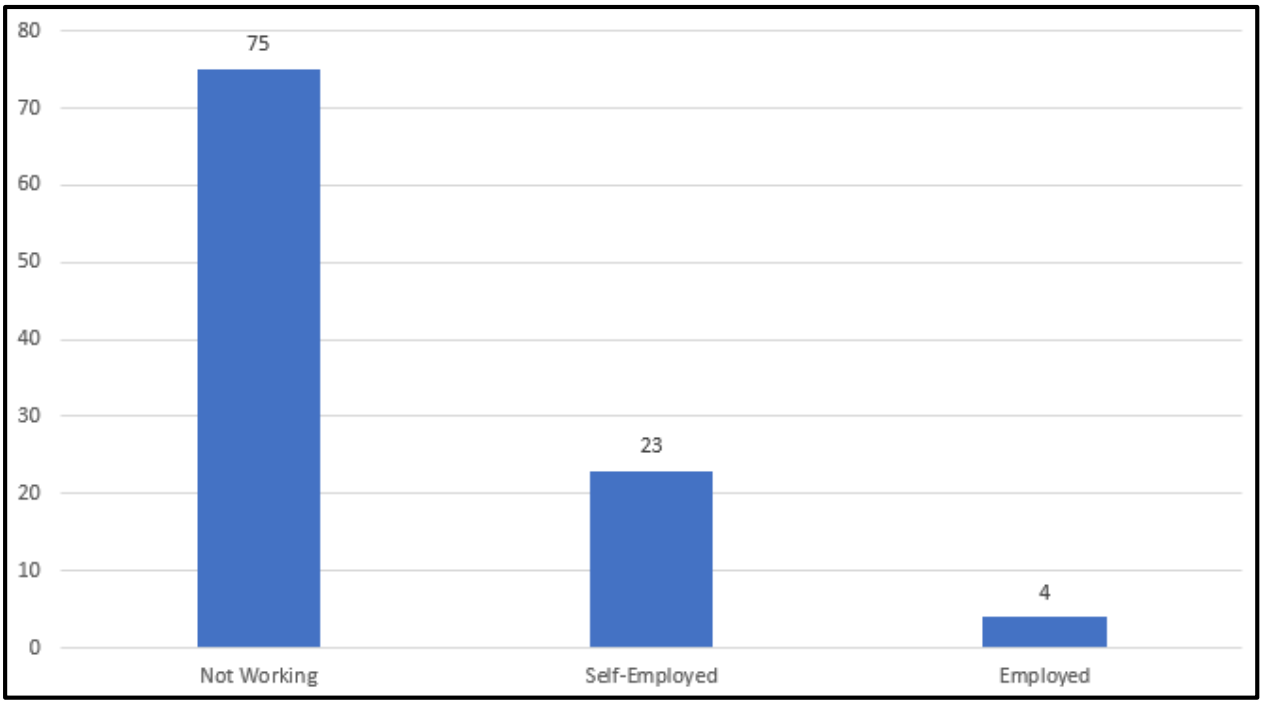
4.2.7 Student Employment Status and Salary/Earnings Bracket

Some of the Tvet trainees are service artisans who want to improve on their occupation skills. This implied that some of the trainees were either self-employed or employed. The study dwelled into looking at the student employment status and their salaries/earnings in order to understand if they are able to support the fees that are associated with their educational endeavors. Nearly 75% of the trainees were not employed/self-employed, 23 % were self-employed and 4% were employed as indicated in the below chart.

Figure 4.4: Employment Status of trainees



Further to the employment status data indicated above, information on the earnings is presented below for a better understanding. From Fig. 4.3 and Fig. 4.4, it is evident that most of the students did not have a source of income or the income was insufficient to support themselves and their training. Out of the 102 students, 91.18% had income that was less than Kes 10,999 per month. Taking into consideration, the data from Fig. 4.3 indicated that 75% of the respondents have zero income or are neither employed/self-employed, it is clear that this is a highly dependent population relying on the support of others for their upkeep and education.

Figure 4.5: Salary Brackets

The 75% who were not employed or self-employed were mainly getting their income through family or relatives, 82.7% of them were getting their income through family while 17.3 % of them were getting their income through relatives.

Table 4.6: Income source if not working

Source	Number	Percent
Family	62	82.7
Relative	13	17.3
Total	**75**	**100.0**

It was conclusive from the data that the respondents mainly consisted of a youthful population freshly out of secondary education who were not able to proceed on with their university education for one reason or the other and opted for the TVET's as a means of acquiring the necessary skills to attaining livelihoods. They had no employment or other means of earning and were therefore dependent on others especially parents, other family members and relatives for upkeep and training fees. The spread is equal in both genders.

It is clear from the above presentations that majority of the trainees were between the ages of 20 to 24 years and the gender distribution was equal. Most of the trainees had completed secondary education; majority of them completed the primary/secondary education between the years 2016-2018. There were more single trainees than married ones and the main sponsors of the training were their parents. Most of them had both parents alive and their main occupation was farming. Majority of the trainees were not working and hence most of them had an earning of less than Ksh 10,999.

4.3: Vocational and technical Training Programs of the Centers and the relevance to the needs of the trainees

4.3.1 History of the Institutions and their objectives

Boyani, Keveye and Kaimosi were older institution having been established in the years 1976, 1983 and 1980, respectively. Solongo was established in the year 1995 while Mudete in 2014. All of these training centers were established under sponsorship of various churches and later taken over by the government to become public institutions. This assisted them in getting direct support from the Government through budgetary allocation, their training programs are aligned to government programs and Trainers are trained, posted and paid by the Government. They all have a common objective of equipping the youth with self-reliance skills, market oriented skills and imparting knowledge to them. This information was obtained from the heads of the institutions who were among the Key Informants.

Table 4.7: History of Institution and their objectives

Situation		**Technical Centers**			
	Boyani	**Keveye**	**Kaimosi**	**Mudete**	**Solongo**
Year Started	**1976**	**1983**	**1980**	**2014**	**1995**
Brief History	Started under sponsorship of Africa Divine Church. It	Started as a Village Polytechnic, changed to youth polytechnic	Started by Friends Church Quakers to instill discipline,	Started under sponsorship of Mudete Friends Church in support with	Started under the sponsorship of Pentecostal Assemblies of God Church

	only used to offer 3 courses; Masonry, Carpentry and Metal Work	and to now vocational Training center under the sponsorship Of Pentecostal Assemblies of God Church	skills and knowledge to the youth	Mudete Friends Primary School and the community	
Objectives	To provide appropriate skills and Knowledge, quality vocational and technical education to trainees for self-reliance	To provide exemplary Training through imparting marketable and technical skills for sustainable development and productive livelihood	To produce a multi-skilled and dynamic youth by nurturing and empowering them with technical skills, knowledge and positive attitude.	To empower the youth, equip the trainee with the life skills and techniques to be self-reliant	Equip youth with practical skills for self-reliance

Source: Heads of the institutions

4.3.2 Courses Offered by the Centers

All the centers had different types of courses offered and hairdressing and catering were the most preferred courses in the centers. The courses range from Motor Vehicle mechanics, fashion and design, catering, hairdressing, carpentry, ICT, building and construction, masonry, electrical and electronics and food and beverage. The type and number of courses was obtained from the heads of the institutions.

Table 4.8: Courses Offered

		Technical Centers			
	Boyani	Keveye	Kaimosi	Mudete	Solongo
1	Motor Vehicle Mechanics	Catering	Tailoring	Catering	Carpentry and Joinery
2	Electrical & Electronics	Tailoring	Hair dressing	Electrical Engineering	Masonry
3	Catering	Beauty Therapy and Hair dressing	Motor Vehicle Mechanics	Motor Vehicle Mechanics	Fashion Design
4	Carpentry and Joinery	Electrical and Electronics	Masonry	Masonry	Agri-business
5	Hairdressing & Beauty	Motor vehicle Technology	ICT	Hairdressing & Beauty	ICT
6	Tailoring	Masonry	Plumbing	Tailoring	Motor Vehicle Mechanic
7	Masonry	Plumbing	Catering	ICT	Electrical Installation
8	Metal work(Welding)	ICT	Agri-business		Hairdressing& Beauty Therapy
9	ICT	Welding	Electrical		

10			Welding		
11			Carpentry		

4.3.3: Course Taken by the respondents

From Fig 4.8, it is evident that catering was by far the most popular course. An inquiry as to why this was the case revealed that it was because hotels were being established in the county and this course offered a higher employability potential. Furthermore, students mentioned that there were many opportunities available at the nearby Kisumu City, which has more established hotels. The second most popular course was hairdressing and this was something that also offered higher employability potential since students who graduate can have the option to self-employ themselves or get employment from the many hairdressing business that are set up in different places in the county. Concerning all the courses, an important thing to note was that most students viewed the courses they undertook would allow them to have the opportunity to get self-employed

Table 4.9: Course Taken

Course	Frequency	Percent
Masonry	6	5.9
Motor Mechanic	5	4.9
Hairdressing	14	13.7
Catering	29	28.5
Tailoring	9	8.8
Electrical	9	8.8
Carpentry	5	4.9
ICT	6	5.9
Metalwork	5	4.9
Woodwork	2	2.0
Masonry	3	2.9
Plumbing	1	1.0
Unanswered	8	7.8
Total	n=102	100.0

4.3.4: Year Student Joined the Training Institution

The study inquired the year that the respondents joined the training institutions. The courses offered in these institutions are mostly two-year courses and this corresponds to the year that most of the respondents joined. There was only 1% who joined in 2017 while 45.1% joined in 2018 and

43.1% joined in 2019. About 11% of the students did not answer this survey question. The 1% student who joined in 2017 were supposed to have graduated by the time this study was conducted. However, a possible reason why the student may not have graduated on time could be financial constraints that might have made it difficult to pay the required fees for learning. The table below provides the year that the students joined the training institutions.

Table 4.10: Year student joined the training institution

Year of Joining	Number	Percent
2017	1	1.0
2018	46	45.1
2019	44	43.1
Unanswered	11	10.8
Total	**102**	**100.0**

4.3.5: Needs of the trainees

As per the trainees responses, 31% wanted to be self-employed after completing their courses, 35% wanted to be employed, 7% wanted to go for attachment, 15% wanted to proceed with further studies while 12% did not give an answer. As per the responses, the needs of the trainees were met by the institutions as 83% of the trainees were of the opinion that they would complete their course, while 13% were either not sure, did not answer and 4% were of the opinion that they would not complete the course as represented in figures 4.6 and 4.7 below.

Figure 4.6: Needs of the Trainees

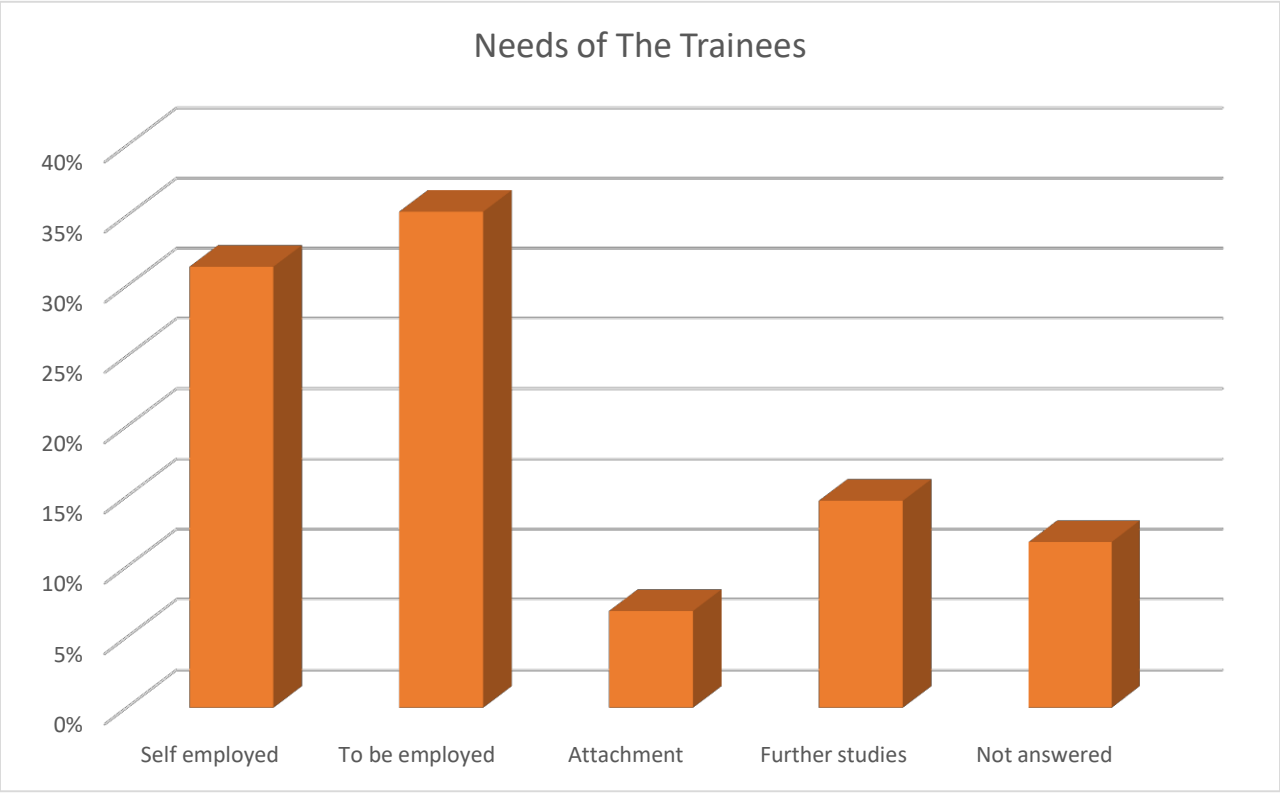
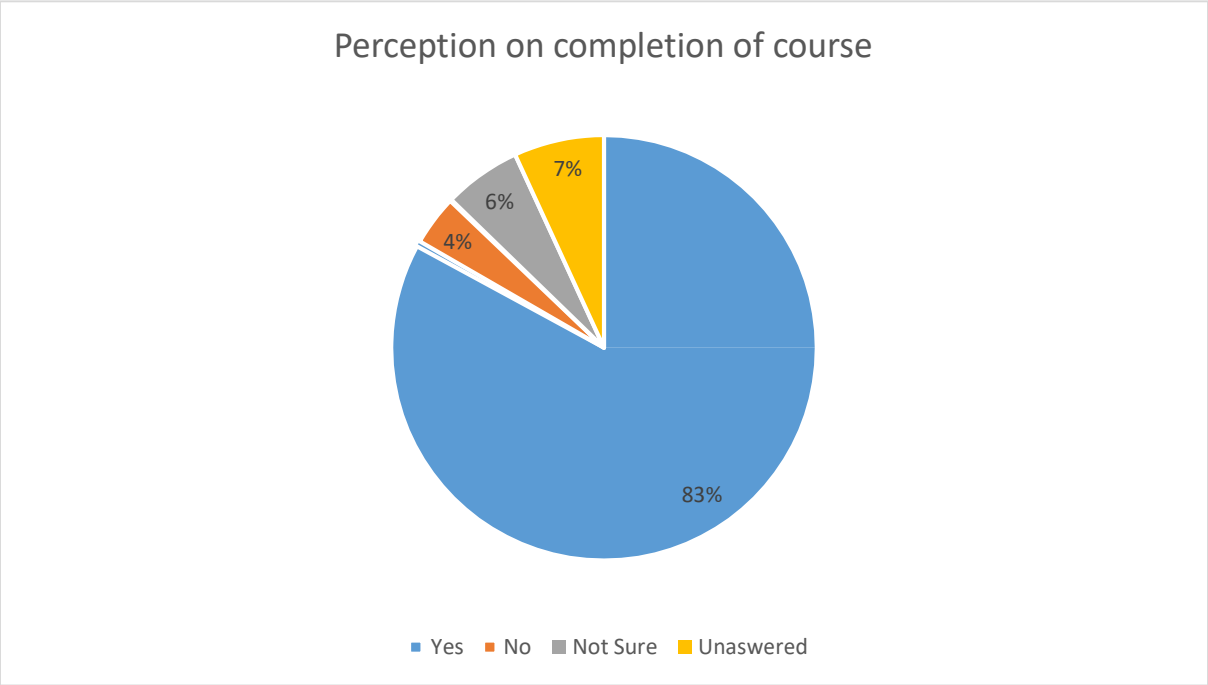


Figure 4.7: Perception by trainees on completion of course



4.4: Resources Of the centers sampled

4.4.1: Number of Instructors and Trainees

Information acquired from Key Informants showed that Keveye had the highest number of instructors, 25, and the highest number of trainees, 500, as shown in Table 4.9 below. All the institutions had a sufficient ratio of trainees per each instructor. The highest number of trainees per instructor was 20 for Keveye and the lowest was 11 for Solongo.

Table 4.11: Number of Instructors and Trainees

Situation		**Technical Centers**			
	Boyani	**Keveye**	**Kaimosi**	**Mudete**	**Solongo**
No. of instructors	12	25	12	12	10
No. of Trainees	197	500	178	153	111
No. of Trainees per instructor	16	20	15	13	11

4.4.2: Facilities in the Institutions

The availability of equipment and adequacy in the institution information was obtained from the heads of the institutions who were the key Informants. The information indicated that majority of the facilities were available but not adequate, others had become obsolete and needed to be replaced. Lack of enough facilities could hinder the performance of the institutions due to inadequate training, studying resources and referencing.

Table 4.12: Facilities in the institutions

Situation		**Technical Centers**			
Facilities	Boyani	Keveye	Kaimosi	Mudete	Solongo
Library	Not adequate	Not Adequate	Not Adequate	Not adequate	Not adequate
Dormitories	Not Adequate	Adequate	Adequate	Adequate	Adequate
Workshops	Adequate	Not Adequate	Not Adequate	Not adequate	Not adequate
Stores	Adequate	Adequate	adequate	Adequate	adequate
Computers	Not Adequate	Not Adequate	Not adequate	Not adequate	Not adequate
Classes	Adequate	Not Adequate	Not adequate	Not adequate	Adequate
Instructors	Adequate	Adequate	Adequate	Adequate	Adequate
Kitchen	Adequate	Adequate	Not adequate	Adequate	Adequate

4.4.3: Equipment in the institutions

Equipment in Technical institutions are very necessary since the most common method of learning is through practical work. Without the necessary equipment, successful learning might not be able to take place. The heads of the institutions as Key Informants reported inadequate equipment in some of the areas of expertise. This was attributed to lack of funds to purchase adequate equipment for the trainees. Trainees had to share the equipment for them to be able to learn for example three to four trainees could use one sewing machine.

Table 4.13: Equipment in the institutions

Situation		**Technical Centers**			
Equipment	**Boyani**	**Keveye**	**Kaimosi**	**Mudete**	**Solongo**
Motor vehicle	Adequate	Not Available	Not Adequate	Not Available	adequate

Hairdressing	Not Adequate	Not Adequate	Not Adequate	Adequate	Not Adequate
Dressmaking	Not Adequate	Not Adequate	Not Adequate	Not adequate	Not adequate
ICT	Not Adequate	Not Adequate	Not adequate	Adequate	Not adequate
Electrical	Not Adequate	Not Adequate	Not adequate	Not adequate	Not adequate
Masonry	Adequate	Not Adequate	Not adequate	Not adequate	Adequate
Metal/Welding	Adequate	Not Available	Not available	Adequate	Adequate
Instructional Materials	Not Adequate	Not Adequate	Not adequate	Not adequate	Not adequate

4.4.4: Sources of Funding

The main source of funding reported by the Heads of the institutions as Key Informants was the tuition fees paid by the trainees. Other sources of funding included Bursary from county, National government, grants from World Bank, well-wishers and friends as well as sponsors from churches and from the CDF.

The tuition fees being the main source was paid poorly due to the economic situation of the Trainees, made these institutions to have insufficient funding. Bursary from the county was given to the neediest cases and mostly covered part of the tuition fee only.

Table 4.14: Sources of funding

	Institutions				
Sources of Funding	**Boyani**	**Keveye**	**Kaimosi**	**Mudete**	**Solongo**
Tuition Fees	√	√	√	√	√
Bursary From County	√	√	√	√	√
National Government	√		√	√	
Grants (World Bank)		√			
Well-wishers and Friends				√	
Sponsors(PAG & Friends Church)				√	√
CDF					√

4.4.5: Amount of funding received

Keveye had the highest funding at Kes 4,400,000 annually, the institution is also the most established with an enrollment rate of 500 trainees (Table 4.15: Enrollment Rate). Most of the funding especially the government and bursary was based on the number of students or was for particular students. The high enrollment was therefore associated to the high funding levels from bursary and school fees. Boyani received Kes 2,500,000, Solongo Kes 1,097,790, Kaimosi Kes 890,000 and finally Mudete 300,000. Mudete, a considerably new establishment received the lowest funding. Funding is a major factor in the establishment of adequate facilities and growth of the institutions. Very low levels of funding means inadequate development since it requires more funding to establish the required infrastructure.

Table 4.15: Amount of funding received

Institution	Amount in Kes (2019)
Boyani	2,500,000
Keveye	4,400,000
Kaimosi	890,000
Mudete	300,000
Solongo	1,097,790

4.4.6: Fees Paid by the Trainees

All the institutions had an equal fee payment per course. Boyani and Keveye had boarding facilities and the fee was charged separately from the course fee. This is as presented in Table

4.16 below. The highest fee paid per course was Kshs 15,000 for Solongo while the lowest fee paid per course was Kshs 9,000 for Mudete. The institutions also received funds from other sources including the county government to support them. This information was obtained from the head of institutions.

Table 4.16: Fees per course and other charges paid by the Trainees

Institution	Fee per Course (Ksh)	Boarding Fees (Ksh)	Total Fees (Ksh)
Boyani	13,900	8,900	22,800
Keveye	11,900	14,100	26,000
Kaimosi	13,000	0	13,000
Mudete	9,000	0	9,000
Solongo	15,000	0	15,000

4.4.6 Achievements of the Institutions

All the institutions had some achievements as per the head of the institutions who were key Informants. Boyani had constructed a school canteen and security guard shed, bought a motor vehicle and had an increased enrollment and exam registration rate. Keveye had an increased enrollment rate, Kaimosi produced industry ready graduates, Mudete had constructed three workshops and had an increase in enrollment rate while Solongo had excelled in Co-curricular activities and trainees were equipped with skills.

These achievements show that these institutions were aiming to get better over time and increase their enrollment to improve the economic sector of the region. This could also encourage Government and support from other sources to increase the base on the achievements of these institutions. The main achievements of these institutions should be to provide industry ready artisans who could be self-employed or employed with a means of earning an income and improving their livelihood.

Table 4.17: Achievements of the Institutions

Institution	**Achievements**
Boyani	construction of school canteen and watchman shed
	Improvement in enrollment rate and Exam registration
	Bought Motor Vehicle for Motor Vehicle Mechanic class
Keveye	Increased no. of trainees from 300 to 500
Kaimosi	Produce industry ready graduates
	Graduates pursue higher level of education
	Graduates get job and self-employment opportunities
Mudete	Construction of 3 Workshops
	Increased enrollment
Solongo	Equipped Trainees with skills
	Excelled in Co-Curricular activities

4.4.7: Problems Faced by the institutions

All the heads as Key Informants reported that their institutions had had inadequate facilities, tools and equipment. This was mainly brought about by lack of funding and poor tuition fee payment. The workshops also lacked modern equipment hence hindering the performance of the centers.

4.5: Performance of the centers

4.5.1 Enrollment Rate

The Heads of the institutions as Key Informants reported enrolment rate for their centers. Keveye Technical center had the highest enrollment rate followed by Kaimosi Technical center. This could be mainly attributed to the centers being started much earlier than the other three. The capacity of the institutions also had influenced the enrollment rate. This data was obtained from the key Informants.

Table 4.18: Enrollment Rate

Institution	Enrollment
Boyani	197
Keveye	416
Kaimosi	178
Mudete	153
Solongo	111

Data was also provided by the institutions heads for enrollment per course and was as presented in the table 4.18 below. Electrical course had the highest number of enrollment followed by Mechanics. These courses were also offered in all the institutions. Carpentry had the overall lowest enrollment of 28 trainees followed by Metalwork (Welding) which had an enrollment of 33. This also attributes to the fact that most institutions do not offer these courses

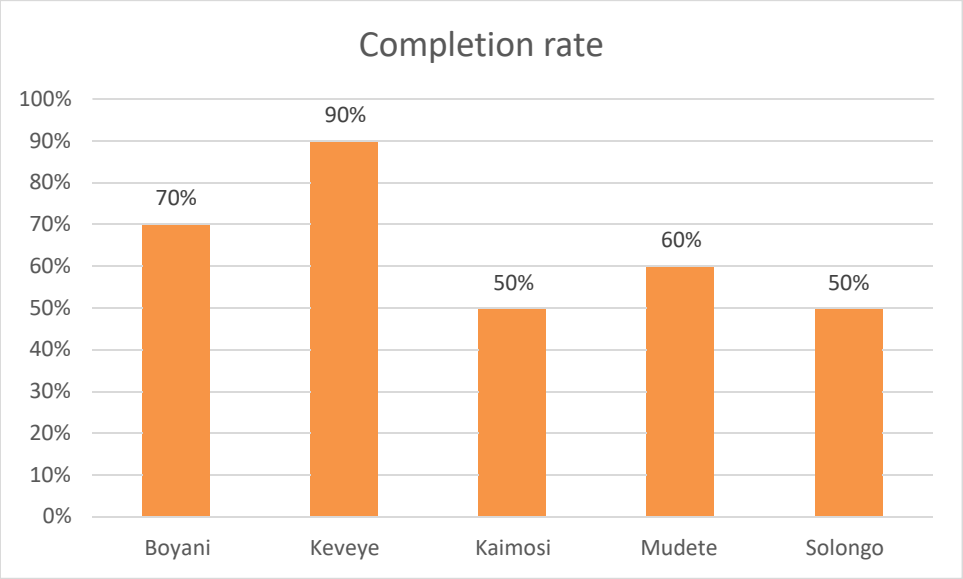
Table 4.19: Enrollment per Course

Course		**Enrollment per course**				**Total**
	Boyani	Keveye	Kaimosi	Mudete	Solongo	
Mechanics	37	80	32	19	23	191
Masonry	23	61	14	20	16	134
Hairdressing	18	42	19	27	12	118
Tailoring	22	29	23	21	15	110
Electrical	42	105	30	24	30	231
ICT	15	12	7	10	10	54
Catering	16	30	38	32		116
Carpentry	14		9		5	28
Metal work	10	17	6			33
Plumbing		40				40
Total	197	416	178	153	111	1,055

4.5.2 Completion Rate

Keveye had a completion rate of 90%, Boyani 70%, Mudete 60% and both Solongo and Kaimosi had a completion rate of 50%. The completion rate was determined by factors such as resource availability and attitude of trainees. In fact, most trainees who did not complete the course was due to lack of tuition fees.

Figure 4.8: Completion Rate



4.5.3 Trainees' Perceptions of their Employability Potential

The students were undertaking the courses so that they could be able to find a means to improve their livelihood. Most of them asserted that one of the reasons why they chose a particular course was because it offered a high employability potential. This was in essence one of the ways to ensure that after they graduated, they would be able to find a means in which to sustain and improve their livelihoods. The trainees were asked if they perceive the course they are undertaking to have a high employability potential. The trainees' perceptions of the employability potential of the courses undertaken are outlined below. Nearly 74% of the students viewed the employability potential of the courses they were undertaking as being high to very high and only 1% considered the employability potential of the courses undertaken as very low. While it would be interesting to understand the motivation behind the minority's choice of courses undertaken, it is clear from the study that employability potential was an important

determinant to the students' choice of courses. The training was a true means to earning a livelihood.

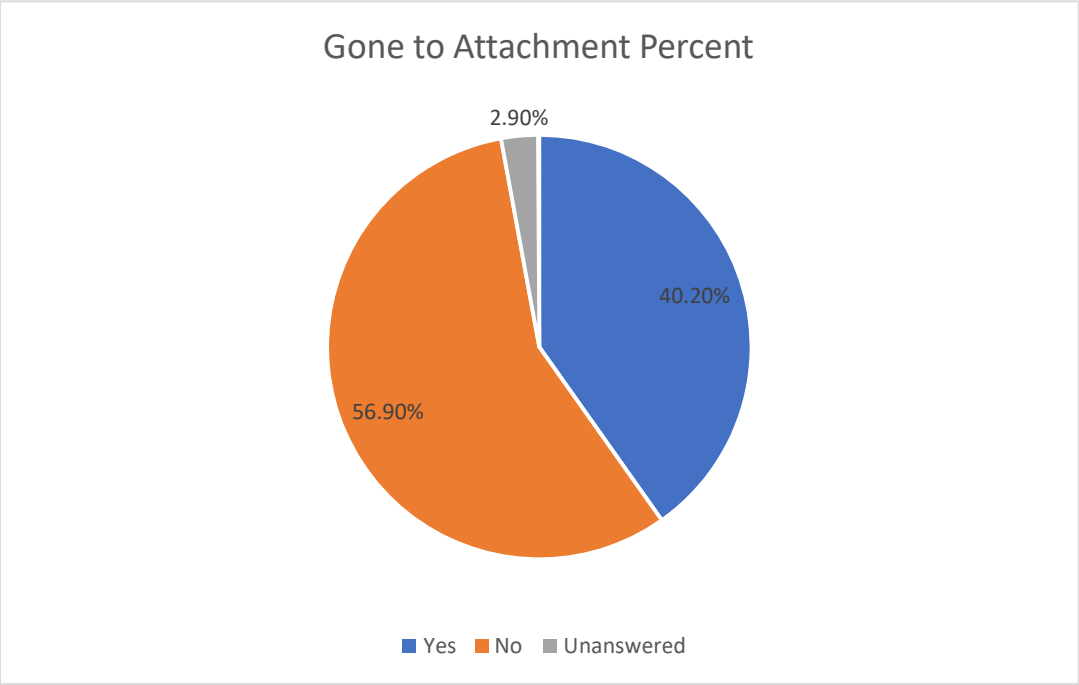
Table 4.20: Employability Potential according to the trainees

Perceived Potential	Frequency	Percent
Very High	47	46.1
High	28	27.5
Moderate	14	13.7
Low	4	3.9
Very Low	1	1.0
Unanswered	8	7.8
Total	**n=102**	**100.0**

4.5.4. Industrial Attachment

Vocational and technical training institutions tend to acknowledge industrial attachment since it allows students to apply the skills and knowledge that they learnt in the real job market. All of the institutions offered industrial attachment and this section of the survey questionnaire aimed at finding out the percentage of students that had gone for industrial attachment. Nearly 40% of the respondents had gone for attachment, 56.9% had not gone for attachment and 2.9% did not answer. Those who had not gone to industrial attachment may have joined the institutions in 2018 since students had to be on their second year of study before they could go to industrial attachment. However, the fact that all the institutions offered industrial attachment was a testimony to the need of instilling students with skills that were competitive in the job market. The figure below presents the findings related to whether students had gone to industrial attachment or not.

Fig 4.9: Trainees' reports about industrial attachment



4.6: Assessment of the performance of the trainees and potential for employment

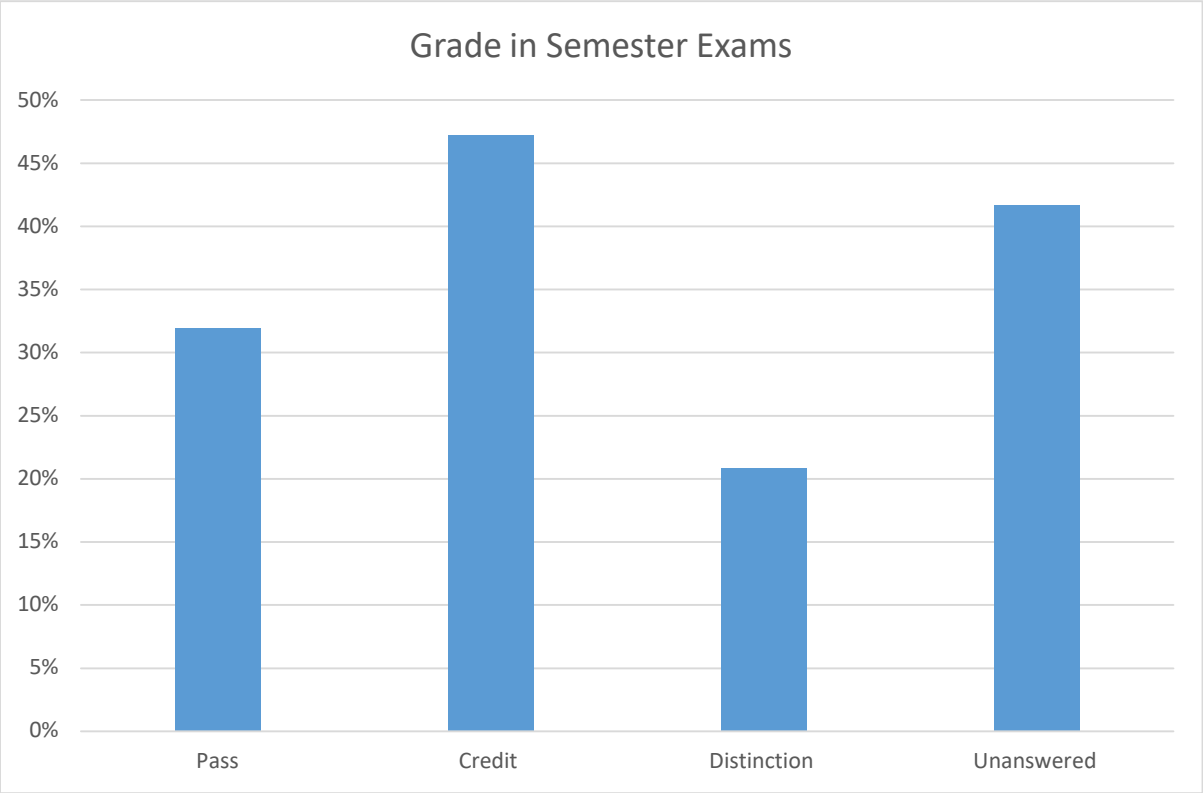
4.6.1: Passing Rate

The main way that students were evaluated if they understood course content and the skills taught in the institutions was through semester examinations. As such, the study's main objective is to find out the grades that the students obtained in their semester exams. The grades were categorized as fail, pass, credit, and distinction. None of the students answered that they had failed in the semester examinations. However, it could not be ascertained that none of the students failed since a significant number did not provide an answer to the question. Nonetheless, 72 out of the 102 students obtained a passing grade or higher and this was an indication of good performance in the semester exams. Out of the 72, 21% had a distinction, 47% had a credit and 32% had a pass. Most students did not answer these set of questions. This may be a reflection of their lack of awareness of larger institutional characteristics as they focus on matters that are personal to them.

Nonetheless, for the students who answered the questions, the findings reveal that most considered the enrolment rate and passing exam rate as high. This was an indication that there could be an increasing number of students who enroll to these institutions each year and most of them pass the exams. However, most students who answered the question on completion rate asserted that it was moderate. This is an indication that a significant number of students might not graduate and one of the reasons for this could be due to the lack of financial resources to continue with their education.

The summary of the responses to this question were presented graphically below.

Figure 4.10: Passing Rate



4.6.2: Relationships between Performance of the Trainees and their characteristics

The performance of the trainees was cross-tabulated with their characteristics such as age, gender, level of education and year of completion as presented in table 4.19 below.

Age had a calculated chi square = 5.91, df = 6 and P<0.05, there was no marked association between age and performance of the trainees. This means that younger trainees performed equally as older ones.

The Male gender could be expected to generally perform better than the female. The chi-square calculated was obtained as 0.62, df = and P <0.05. This showed that there was no association between gender and performance; that is, males performed just as well as females.

The level of education had a calculated Chi square = 5.6 and df = 4. At a probability level of 0.05, there was no relationship between education level and performance of the trainees—that is those with secondary education performed more-or-less equally as those with primary education.

Year of completion for the primary/secondary education when cross-tabulated with performance of the trainees, gave a chi square = 5.09 with df = 6. At P = 0.05, no relationship was observed between these two factors, that is those who joined early performed just as well as those who joined recently.

Marital status had a calculated chi square = 3.4 with df = 4 degrees. At probability level of 0.05, no marked association was found between the two factors. That is, married trainees performed just as well as single ones.

Grade in exams had a calculated chi square=3.35 with df=4 at P=0.05. No association is there between previous exam grades in lower education levels and current performance of the trainees.

This is presented in the table below

Table 4.21: Relationships between trainees' performance and their characteristics

Variables	Performance of the Trainees			Total
Age in years:	**Distinction**	**Credit**	**Pass**	
15-19	1	9	3	13
20-24	13	20	16	49
25-29	1	4	4	9
>30		1		1
Total	15	34	23	72
Chi-square = 5.91 df = 6 P >0.05				
Gender:				
Males	9	19	11	39
Females	6	15	12	33
Total	15	34	23	72
Chi-square = 0.62 df = 2 P>0.05				
Education:				
Lower Primary			1	1
Upper primary	1	10	4	15
Secondary	14	24	18	56
Total	15	34	23	72
Chi-square = 5.6 df = 4 P>0.05				
Year of Completion				
2008-2010	0	1	2	3
2011-2013	0	2	0	2
2014-2016	5	14	8	28
2017-2019	10	16	13	39
Total	15	33	23	71
Chi-Square= 5.09 df=6 P>0.05				
Grade in Exams				
B	2	1	1	4
C	6	14	7	27
D	6	18	14	38
Total	14	33	22	69
Chi-Square=3.35 df=4 P>0.05				

4.6.3: Relationships between Performance of the Trainees and their family background

Number of parents alive had a chi square=8.38 with df=4 at P=0.05. This shows that there was no relationship between the number of parents alive and the performance of the trainees, those that had one, both or no parent alive all performed equally.

The occupation of parents had a calculated chi square=3.8 with df=4 at P=0.05. The performance of trainees had no association with the occupation of the parents. The performance was equal whether their parents were farmers, self-employed or wage employed.

The information is as presented in Table 4.22 below

Table 4.22: Relationships between trainees' performance and their family background

Variables	**Performance of Trainees**			**Total**
Parents alive	**Distinction**	**Credit**	**Pass**	
Both	8	24	19	51
One	7	7	2	16
None	0	3	2	5
Total	15	34	23	72
Chi Square=8.38 df=4 P>0.05				
Parents occupation				
Farmer	11	17	16	44
Self employed	2	11	4	17
Wage employee	1	4	3	8
Total	14	32	23	69
Chi square= 3.8 df= 4 P>0.05				

4.6.4: Relationships between Performance of the Trainees and their occupation and income

The number of trainees employed had no association with the performance of the trainees since the calculated chi square =0.9 at df=2 with P=0.05. The employed and the unemployed trainees both performed equally. Self-employment or no self-employment of the trainees also had no association with the performance of the trainees. The chi square calculated =3.05 with df=0.05 and at P=0.05. The salary/earning of the trainees had a chi square=2.6 with df=2 at P=0.05. There was no connection between the salary/earning of the trainees with their performance, meaning those who earned higher performed just as those who earned a lower salary/earning. This is presented in the table below.

Table 4.23: Relationships between trainees' performance and their occupation and income status

Variables	**Performance of Trainees**			**Total**
Employed	**Distinction**	**Credit**	**Pass**	
Yes	0	2	1	3
No	15	32	22	69
Total	15	34	23	72
Chi square= 0.9 df=2 P>0.05				
Self employed				
Yes	1	6	1	8
No	14	26	21	61
Total	15	32	22	69
Chi square=3.05 df=2 P>0.05				
Salary/Earnings				
Sh 0 -10,999	15	30	22	67
Sh 11,000-20,999	0	4	1	5
Total	15	34	23	72
Chi square= 2.6 df=2 P>0.05				

4.6.5: Relationships between Performance of the Trainees and the type of course undertaken, the reason for undertaking the course, their sponsorship and what they would like to do after course completion

The type of course enrolled had a chi square=12.18 with df=16 at P=0.05. There was no relationship between the type of course enrolled in and the performance of the trainees, that is, all the trainees in different courses just performed equally.

There were various reasons for undertaking the course as per trainees' responses. The reason for undertaking course had a chi square=7.68 with df=6 at P=0.05. There was no association between the performance of the trainees and the reason for undertaking course. That is, whatever the reason for undertaking the course, the trainees performed equally.

The sponsorship of the trainees had a chi square= 7.3 with df=6 at P=0.05. There was no association between the sponsor of the trainees and their performance. This means that the performance of the trainees was equal regardless of whom their sponsor was.

The trainees had various answers as to what they would like to do if they complete their course. The various items had a chi square=6.75 with df=6 at P=0.05. There was no association between what the trainees wanted to do after course completion and their performance. That is, whatever the trainees wanted to do after they completed their course, and they performed equally.

The findings are presented in the table below.

Table 4.24: Relationships between trainees' performance with the course undertaken, reason for taking the course, their sponsorship and what they would like to do after course completion

Variables	Performance of Trainees			Total
Type of course	**Distinction**	**Credit**	**Pass**	
Hairdressing	3	4	6	13
Metal work	0	3	1	4
Carpentry	0	2	2	4
Tailoring	1	6	2	9
Catering	6	7	8	21
Masonry	1	3	1	5
Electrical	2	4	1	7
Mechanic	1	2	1	4
ICT	1	3	1	5
Total	15	34	23	72
Chi Square=12.18	**df= 16**	**P>0.05**		
Reason for under-taking course				
For self-employment	1	8	5	14
Passion	5	7	8	20
Acquire skills	3	9	3	15
For employment	3	10	1	14
Totals	12	34	17	63
Chi Square= 7.68	**df= 6**	**P>0.05**		
Sponsorship				
Parents/Guardians	11	22	18	51
Relatives	2	3	2	7
Self-Sponsored	0	0	1	1
Others	1	10	2	14
Total	14	35	23	72
Chi Square= 7.30	**df=** 6	**P>0.05**		
What they would like to do after course completion				
To become self- employed	7	13	12	32
To be employed	6	13	10	29
Attachment	1	2		3
Further studies	1	6		7
Total	15	34	22	71
Chi square=6.75	**df= 6**	**P>0.05**		

4.6.6: Relationships between Performance of the Trainees and of the perception of trainees in terms of adequacy of resources, employability potential and performance of centers in terms of enrollment and completion rate

The trainee's perception on whether they think they have enough resources had a chi square=2.99 with df=4 at P=0.05. There was no association with their performance. Whether they thought they have enough resources or not the performance was equal.

Employability potential had a chi square=2.56 with df=6 at P=0.05 this means that there was no association between the employment potential of the trainees and their performance. That is, whether they think their employability potential of the course they are undertaking is high or low, all the trainees performed equally.

The completion rate had a chi square of 3.24 with df=6 at P=0.05, there was no association between the completion rate and the performance of the trainees. This means that whether the completion rate was high, low and moderate, the performance was still the same.

The enrollment in the institutions had a chi square=3.24 with df=6 at P=0.05, this means that there was no relationship between the enrollment and the performance of the trainees. Whether there was a high number of students or low, the performance was the same.

The table below shows the relevant findings

Table 4.25: Relationships between trainees' performance with their perception on adequacy of resources, employability potential and performance of the centers in terms of completion and enrollment rate

Variables	Performance of Trainees			Total
Do they think have enough	Distinction	Credit	Pass	
Yes	4	12	11	27
no	10	21	12	43
Maybe	1	1	0	2
Total	15	34	23	72
Chi square=2.99 df = 4 P>0.05				
Employability Potential				
Very High	8	17	8	33
High	4	9	7	20
Moderate	1	3	4	8
Low	1	1	1	3
Total	14	30	20	64
Chi square = 2.56 df = 6 P>0.05				
Completion rate				
Boyani 70%	4	5	3	12
Keveye 90%	5	10	7	22
Kaimosi 50%	2	6	4	12
Mudete 60%	3	8	6	17
Solongo 50%	1	5	3	9
Total	15	34	23	72
Chi square =3.24 df=6 P>0.05				
Enrollment				
Boyani-197	4	5	3	12
Keveye -416	5	10	7	22
Kaimosi-178	2	6	4	12
Mudete-153	3	8	6	17
Solongo-111	1	5	3	9
Total	15	34	23	72
Chi Square=3.24 df=6 P>0.05				

4.6.6: Conclusion

The findings of the study was that the performance of the trainees was not related to their characteristics such as age, gender, marital status, level of education and year of completion of school and the grade attained. Both genders were presented equally and the age varied from 15 to 30 years. Majority of them scored a credit in their exams. Their family background also did not affect their performance; whether both, one or none of the parents alive, the performance was same. The occupation or income status of their parents also did not influence their performance. The occupation and income status of the trainees also did not influence their performance. Majority of them were not employed and most of them their income status was between Kshs 0 to Kshs 10,999. Majority of them were neither self-employed nor employed, hence the low-income levels.

The course undertaken did not affect the performance. Catering which had the highest number of respondents, had an equal distribution of those who got Distinction, credit and pass grades. Most of the trainees pursued the course for passion and the reason for undertaking the course was not related to the performance of the trainees. Sponsorship of the trainees did not affect their performance, parents or guardians sponsored most of them and this did not influence their performance. Most of the trainees either wanted to be self-employed or employed after course completion; this also did not affect their performance.

The trainees' perception on whether they have enough resources or their employability potential did not have any influence on their performance. The performance of the centers also did not influence the performance of the trainees.

In summary , the performance of the trainees are not affected by their characteristics, occupation and income status, family background, their perception on availability of resources or employability potential, It is also not affected by the performance of the training centers: Therefore, the conclusion is that the performance of the trainees is affected by other factors other than these mentioned above.

CHAPTER 5

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the key Findings

Quality Education being among the sustainable development goals is a key issue in developing countries like Kenya. Apart from proving education, the education should be of high quality for development purposes. Most of the youth attending the centers are high school drop outs who cannot attend Universities due to the minimum requirements. The centers therefore provide courses suitable for them which may assist them with both life and education skills. Most of the centers have inadequate facilities and equipment, which is a major challenge in providing quality education. Apart from this most trainees perception of the courses they were doing was generally positive as they were meeting their needs of either to be self- employed, employed or gain skills. The following is the summary of the key study findings according to the objectives:

5.1.1 Characteristics of the trainees

The majority of trainees were between the ages of 15 and 24 years. The lower age range was a reflection of students who may have just finished primary education and they did not have an opportunity to join secondary education and thus resorted to technical training. There were an almost equal number of males and females and this reflected the gender balance that was observed. Most of those enrolled in technical training institutions had more than the basic education that was required in the country. Most of the students had at least one parent alive. Majority of the parents were farmers. Most farmers in the county practiced small scale farming which was mainly to meet basic needs. After farming, self-employment served as the second most popular occupation of the parents. The self-employment was mainly in terms of small businesses such as general shops and kiosks among others. Most of the students did not have a source of income and this implied that they would need some form of support from others in order to get through their training.

5.2.2: Vocational and technical training programs of the centers and their relevance

The courses offered in these institutions were mostly two-year courses and this corresponded to the year that most of the respondents joined. Overall, the fact that all the institutions offered industrial attachment was a testimony to the need of instilling students with skills that were

competitive in the job market. None of the students answered that they had failed in the semester exams. However, it could not be ascertained that none of the students failed since a significant number did not provide an answer to the question. It was evident that catering was by far the most popular course. The second most popular course was hairdressing. Most students felt that the courses they undertook would allow them to have the opportunity to be self-employed. Parents and guardians sponsored most students and this was something that was not a surprise considering the age of most of the students. Most of the trainees wanted to be self-employed once they completed their course. Majority of them were of the opinion that they would complete their course, which meant that their needs were met by the training institutions.

5.2.3 Resources of the centers

Most students perceived that there were inadequate resources to aid the learning process in the institutions and this was likely to hamper the students from receiving a well-rounded learning process and adequately building the requisite skills in the courses they were undertaking. Some equipment were available but outdated.

5.2.4: Performance of the centers

Most students asserted that one of the reasons why they chose a particular course was because it offered a high employability potential. Most students noted that the employability potential of the courses they were undertaking was moderate to very high. Most of the students considered the enrolment rate and passing exam rate as high.

5.2.5: Performance of Trainees and potential for employment

The grading in the institutions was either distinction, which was the highest grading, credit, which was average, or Pass, which was on the lower end. About 29% of the respondents did not answer this question. Among the 71% who answered this question, 21% had a distinction, 47% had a credit and 32% had a pass. None of those who answered had a fail. 46 % of the trainees perceived the employability potential of the course they were undertaking was very high, 28% was high 18% was moderate to low while 8% did not answer. This can be attributed to the fact that other trainees were pursuing their course for self-employment purposes.

5.3 Conclusions

The study was to investigate how the vocational and technical training of school leavers had effect on their livelihood. Characteristics of the youth were examined; this was to determine

whether their characteristics affected their performance. The findings were that the characteristics of the youth did not affect their performance. The performance of the trainees was affected by other factors and not their characteristics. Technical centers and the programs offered capacity of the centers and their performance was examined. The centers had a variety of courses, which the trainees had an option to choose the course of their preference. Most of the centers had inadequate resources. Some of the equipment were obsolete and needed replacement. This was a hindrance to practical sessions, thereby interfering with the quality of training offered. The performance of the centers in terms of enrollment and completion rate was averagely good. Most trainees completed or intended to complete their course. The trainees also performed well in their courses and most of them perceived that the employment potential for the course they were undertaking was high.

5.4 Recommendations

5.4.1 Policy recommendations

Based on the study findings, the researcher made the following recommendations;

a) Majority of the students at TVETs are struggling to pay fees and meet their daily needs. Therefore, there is need for the National and County governments and other partners to strengthen their financial support packages in the form of loans or grants. A TVET type of loans scheme similar to HELB is urgently needed.

b) TVET trainees require mentorship since some usually think they cannot make it in life as many scored poor grades while others come from humble backgrounds. There is need for the TVETs to ensure that adequate mentoring of their trainees are done.

c) The National and County governments need to provide resources required by the TVETs especially on technical equipment that enhance learning. Modern equipment should also be procured for the improvement of the quality of the course. Other than creating so many TVETs across the country, it is advisable to have few with all resources required.

d) Passing of exams is a key objective of every learning institutions but TVET needs to focus more on technical skills other than capitalizing only on theoretical concepts.

e) The national and county governments need to put proper measures of ensuring TVETs are highly appreciated by the labor market as key propellers of technical skills across the country.

5.4.1: Recommendations for Further Research

a) Follow-up studies need to be done on the progress the youths from TVETs are making after graduating and how the courses assist them improve their livelihoods.

b) There is need to study the effectiveness of legal mechanisms guarding TVETs.

c) There is need for an assessment of how effective the loans given by the government are on ensuring students do their studies better.

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APPENDICES

APPENDIX I: TRANSMITAL LETTER

Bridget Kaluhi Abwova
University of Nairobi,
P.O Box 55768-00200,
Nairobi.

Date…….

Dear Respondent,

RE: VOCATIONAL AND TECHNICAL TRAINING OF SCHOOL LEAVERS : ITS EFFECTS ON THEIR LIVELIHOODS IN VIHIGA COUNTY

My name is Bridget Kaluhi, a student at the University of Nairobi, undertaking Masters Degree of Arts in Sociology. The purpose of this research is vocational and technical training institutions of school leavers and service artisan and the effects on their livelihoods. The information collected is only for study purposes and all confidentiality will be maintained. Please feel free to respond and be as honest as you can.

Looking forward to your cooperation

Bridget Kaluhi
Reg No.C50/8266/2017

APPENDIX II: AUTHORIZATION LETTER

UNIVERSITY OF NAIROBI

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Fax 254-2-245566
Telex 22095
Varsity Nairobi Kenya
Tel. 318262/8 Ext. 28167

P.O. Box 30197, Nairobi
Kenya
Email: dept-sociology@uonbi.ac.ke

September 24, 2019

TO WHOM IT MAY CONCERN

RE: BRIDGET KALUHI ABWOVA - C50/8266/2017

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi. She has presented her project proposal entitled; **"Technical & Vocational Training of School Leavers & Service Artisans: Its Effects on Their Livelihoods in Vihiga County, Kenya."**

Bridget is required to collect data pertaining to the research problem from the selected organization to enable her complete her thesis which is a requirement of the Masters degree.

Kindly give her any assistance she may need.

Thank you.

DEPARTMENT OF SOCIOLOGY
P. O. Box 30197
NAIROBI
UNIVERSITY OF NAIROBI

Prof. C.B.K. Nzioka
Chairman, Department of Sociology & Social Work

APPENDIX III: QUESTIONNAIRE

Data Collection Questionnaire for collecting information from the Trainees Vihiga County.

Please Tick √ where applicable

A. Social demographic Information

1) Sex

   Male { } Female { }

2) What is your highest Level of education

   None { }

   Primary Education { }

   Secondary Education { }

3) What Category is your institution?

   Private { }

   Public { }

B. Income Status

4) Employed

   Yes { } No { }

5) If employed Salary Bracket

   Sh. 10,000 to 20,000pm { } sh. 31000 to 40,000 pm { }

   Sh. 21000 to 30,000 pm { } sh. 41000 to sh. 50000pm { }

   Above sh. 50,000 pm { }

6) Self employed

   Yes { } No { }

7) If self-employed earnings range

   Sh. 5000 to 10,000 { }

   Sh. 11000 to 14000 { }

   Sh. 15000 to 19000 { }

   Above sh. 20,000 { }

8) Neither employed or self-employed { }

9) If not employed or self-employed what is your Source of income

   Family { } Relatives { }

10) Type of training Program Preferences

   a) Wood work { }
   b) Hairdressing { }
   c) Metalwork { }
   d) Carpentry { }
   e) Tailoring { }
   f) Poultry Management { }
   g) Catering { }
   h) Masonry { }
   i) Mechanics { }
   j) Others Specify
   k)

11) Do you have enough resources ion terms of trainers and other equipment needed for the training program in your Vocational Training

   Yes { } No { } Unaware { } Maybe { }

12) If there is no enough resources what is your greatest constraint (s)? (List)

13) Do you think you will complete the course you are undertaking?

Yes { } No { } Not sure { }

14) What would you like to do when you complete your course?

15) What is your perception on the employability potential of a person who has completed the vocational and technical training course?

a) Very High { }

b) High { }

c) Moderate { }

d) Low { }

e) Very low { }

16) Does your institution organize for industrial attachment or on the job training for you?

Yes { }

No { }

APPENDIX III: INTERVIEW GUIDE FOR THE TRAINING INSTITUTION

1) Please indicate your gender

Male { } Female { }

2) What is the name of your institution?

……

……

3) What type of institution is your institution?

Private { } Public { }

4) Do you the necessary equipment to train your trainees?

Yes { } No { }

5) How is the performance of the trainees in terms of completion rate?

Very High { }
High { }
Moderate { }
Low { }
Very Low { }