

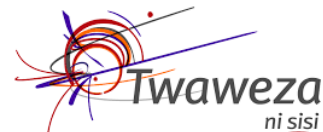
Drivers of Whole Youth Development in TVET institutions in Kenya

EE4A

Evidence-based Education Reforms for Sustainable National Transformation

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Background

- Whole youth development (WYD) incorporates all academic and non-academic skills obtained by a student in the course of their life development/growth.
- About 500,000 to 800,000 of the Kenyan youth join the labour market after completing training annually (Hall, 2017).
- There are concerns that skills acquired in the training institutions do not meet the market expectations as youth graduating from TVET have challenges accessing, creating and retaining jobs.

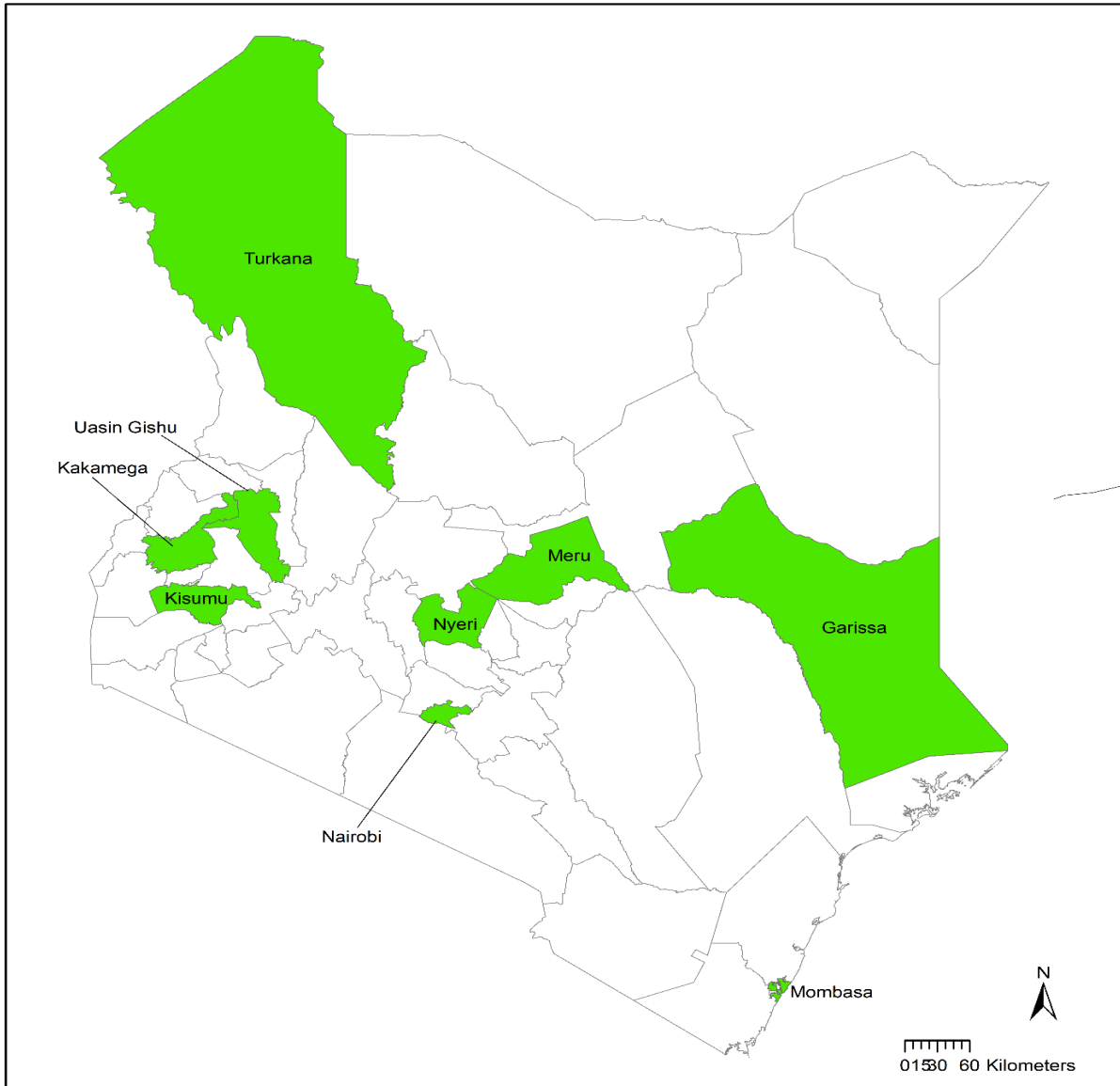
Research questions

- What are the TVET students' perceptions about the support they receive from their institutions?
- What are the levels of availability of policy frameworks in TVET institutions?
- What are the key drivers of the whole youth development in TVET institutions?

Methodology

- Cross-sectional survey design to obtain large observational data
- Analytical approaches adopted for this study include descriptive and inferential statistics; the latter using multilevel regression model.
- The main outcomes of the study are; identification of the key drivers of WYD skills as well as perceptions on TVET institution's support, availability of policy documents/services and status of curricula coverage

Methodology... ctd

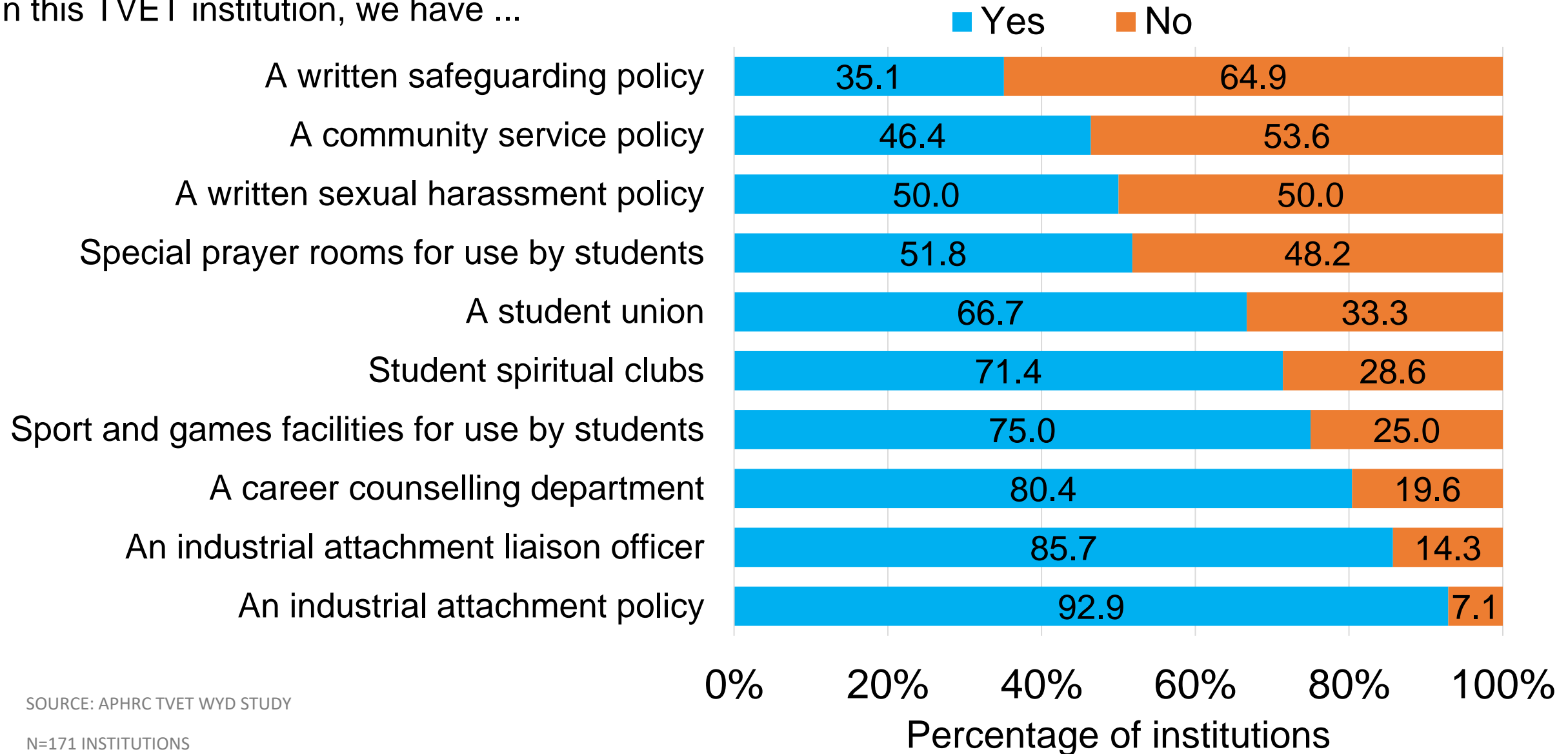


- Counties = 9;
- TVET Institutions = 182
- Instructors = 347 against 364 (95%);
- Principals/managers =171 against target of 182 (94%);
- Students/Youth= 3,452 (aged 15 to 25 years) against computed sample of 3,640 (95% success rate);

Results

Availability of policy documents and services

In this TVET institution, we have ...

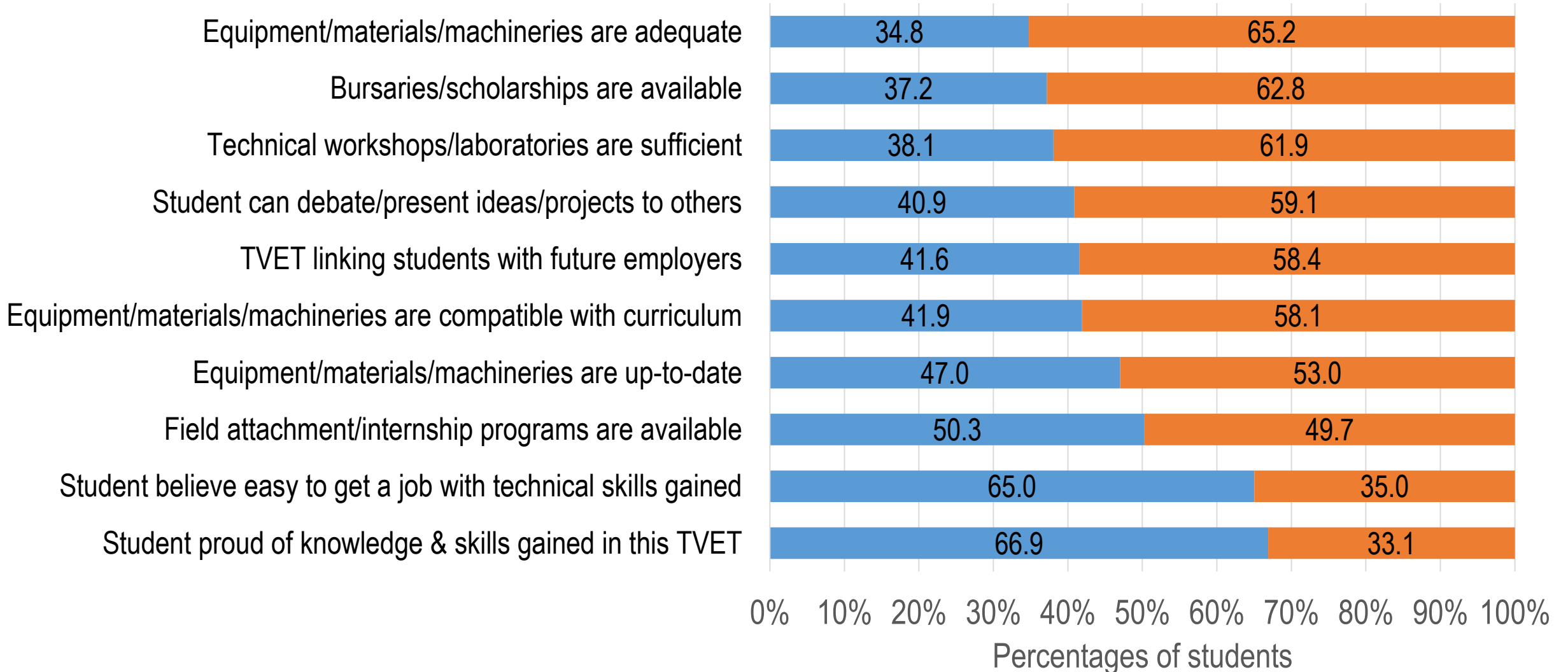


SOURCE: APHRC TVET WYD STUDY

N=171 INSTITUTIONS

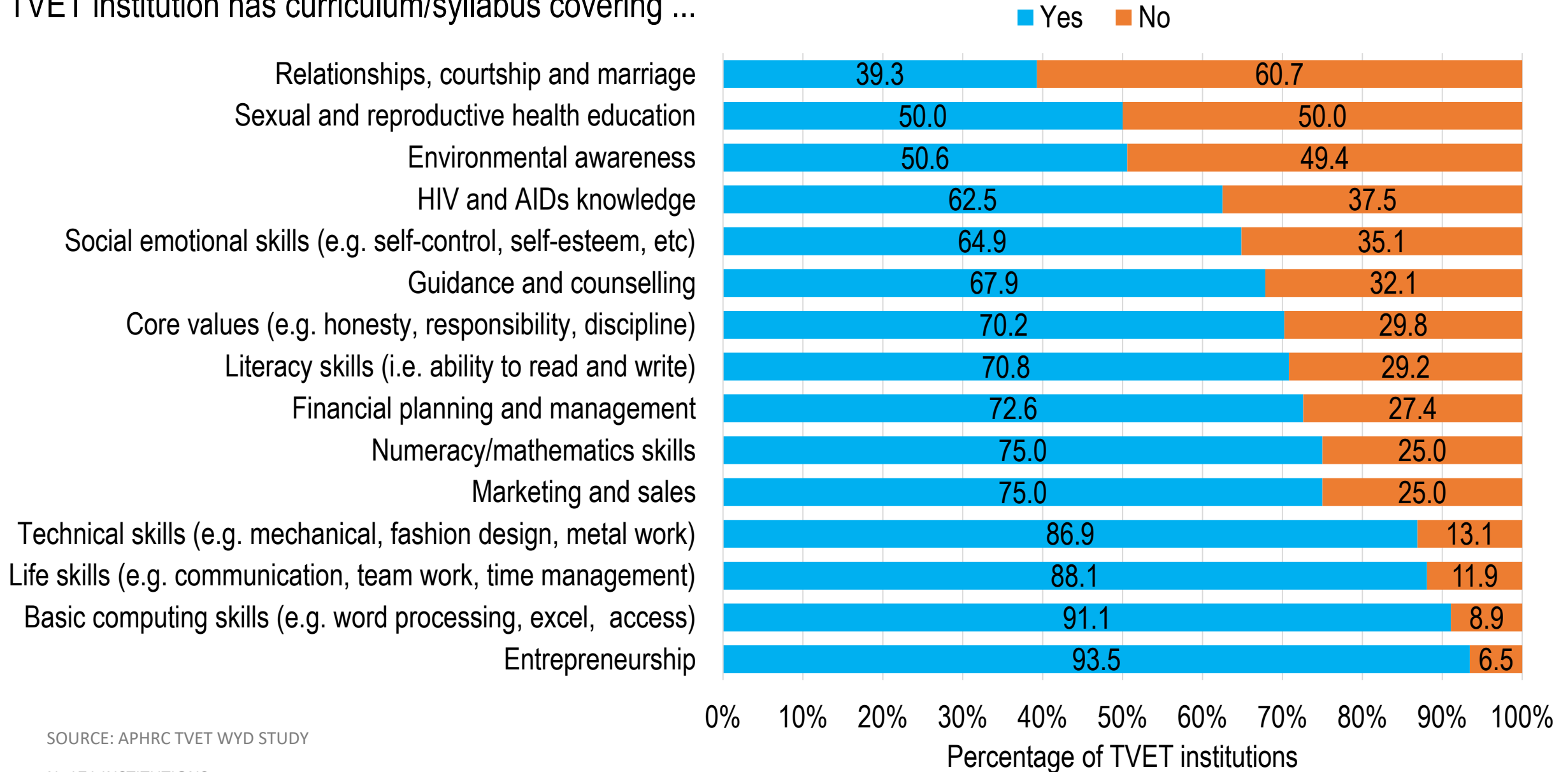
Students' perceptions about support from TVET institutions

■ 'Agree' or 'Strongly agree' ■ 'Neither agree or disagree', 'Disagree' or 'Strongly disagree'



What is the status of the curricula coverage?

TVET institution has curriculum/syllabus covering ...



SOURCE: APHRC TVET WYD STUDY

N=171 INSTITUTIONS

Drivers of WYD skills (Multi-level regression model results)

- **Students** as level one and the **TVET institutions** as level two
- Level one;
 - **Age**; an increase in age of a student by one year leads to an increase in the overall WYD score by about 0.5%
 - **Gender**; Males students performed better than female students by about 2%
 - **Socio-economic status & TVET Category** - Students from poorer backgrounds studying in NP & TTIs performed better than those from poorer backgrounds studying in VTCs by about 2.6%.
- Level two;
 - **Resources**; Students from institutions that are **adequately equipped** performed better than those from **inadequately equipped** institutions by about 3.3%.
 - **Location**: Students from **arid & semi arid (ASALs)** counties performed poorer compared to students from the other counties
- **No difference in WYD score** by **TVET Type** or by **student's level of study**

Conclusions

- ✓ Evidence indicate that there is no significant difference between the overall WYD scores for the beginners and finalists.
- ✓ A revamped curricula and policy documents that give more weight to non-academic skills may positively impact the WYD adoption in TVET institutions.
- ✓ The supply side (resources like policies, equipment and human capital, etc.) initiatives drive inculcation of WYD. This means that the demand side (such as student's characteristics, geographical location of the institutions) would rely heavily on the supply side for improved WYD uptake.

Policy implications

- ✓ There is need for provision of adequate resources that are aligned to courses offered in TVET institutions;
- ✓ Implementation of Competence Based Education and Training (CBET) and ensure that it incorporates WYD skills training.
- ✓ To increase awareness among TVET students as well as potential students on availability of loans, bursaries and scholarships for their studies.

Limitations of the study

- ✓ The counties were selected purposively which means non-probability sampling could contribute to selection bias.
 - ✓ However, the selection of individual TVET institutions in the counties was random which served to mitigate this bias.
- ✓ Few studies have deeply explored the components of WYD in Kenya and this meant that the TVET study relied heavily on literature obtained from studies conducted in other countries for reference.

Acknowledgements

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Dalberg Research



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Thank you

