

Technical and Vocational Education and Training (TVET) Education in Kenya: Does instructors have what it takes?

EE4A

Evidence-based Education Reforms for Sustainable National Transformation

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Background

- The study was to explore the extent to which TVET institution/education contributes to the production of wholly developed youth;
- Whole youth development (WYD) is an all encompassing youth advancement comprising of both academic and non-academic (*soft skills, life skills, and core values*) training and development.
- Currently, it is estimated that about 1 million youth in Kenyan enter the labour market with varied skills.
- Worsened by increasing population, with youth as a resource not fully exploited;
- Questions do arise at to whether the youth (in TVETs or other tertiary institutions) are accorded requisite job relevant skills;
 - This is because youth have difficulties in accessing, retaining, and creating their jobs.
- Against this background, this presentation unearths existing capacities for the production of WYD. It thus focuses on:
 - ✓ Existing capacities within TVET for the production of capabilities and core

Methodology

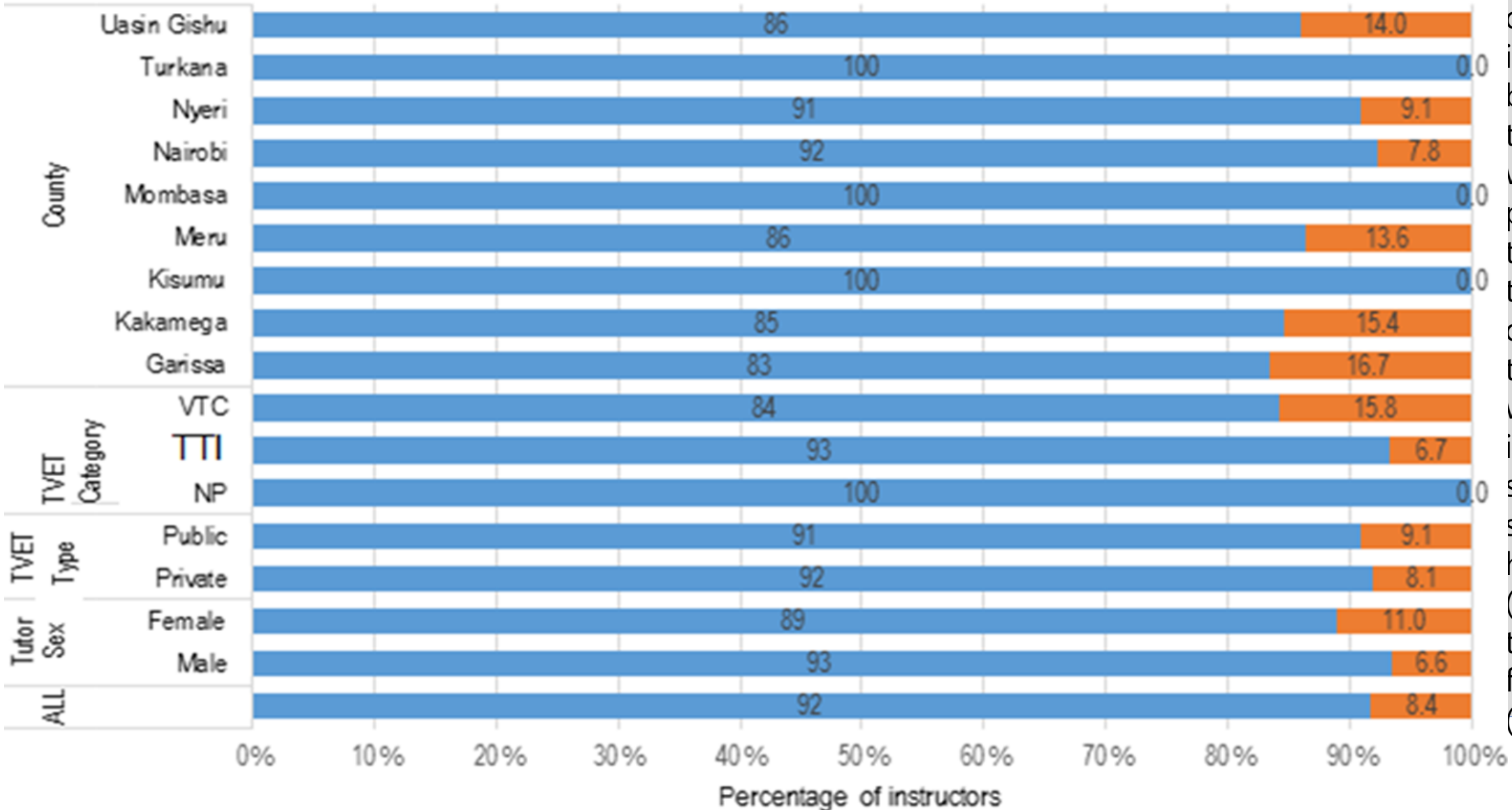
- Targeted 2 instructors in each institution visited; teaching either beginner, finalist or both levels;
- Cross-sectional survey design to obtain large observational data;
- Sample size and selection:
 - Counties = 9;
 - TVET Institutions = 182;
 - Instructors = 347.
- Analytical approaches adopted for this study include descriptive and inferential statistics, the latter using logistic regression model.

Results



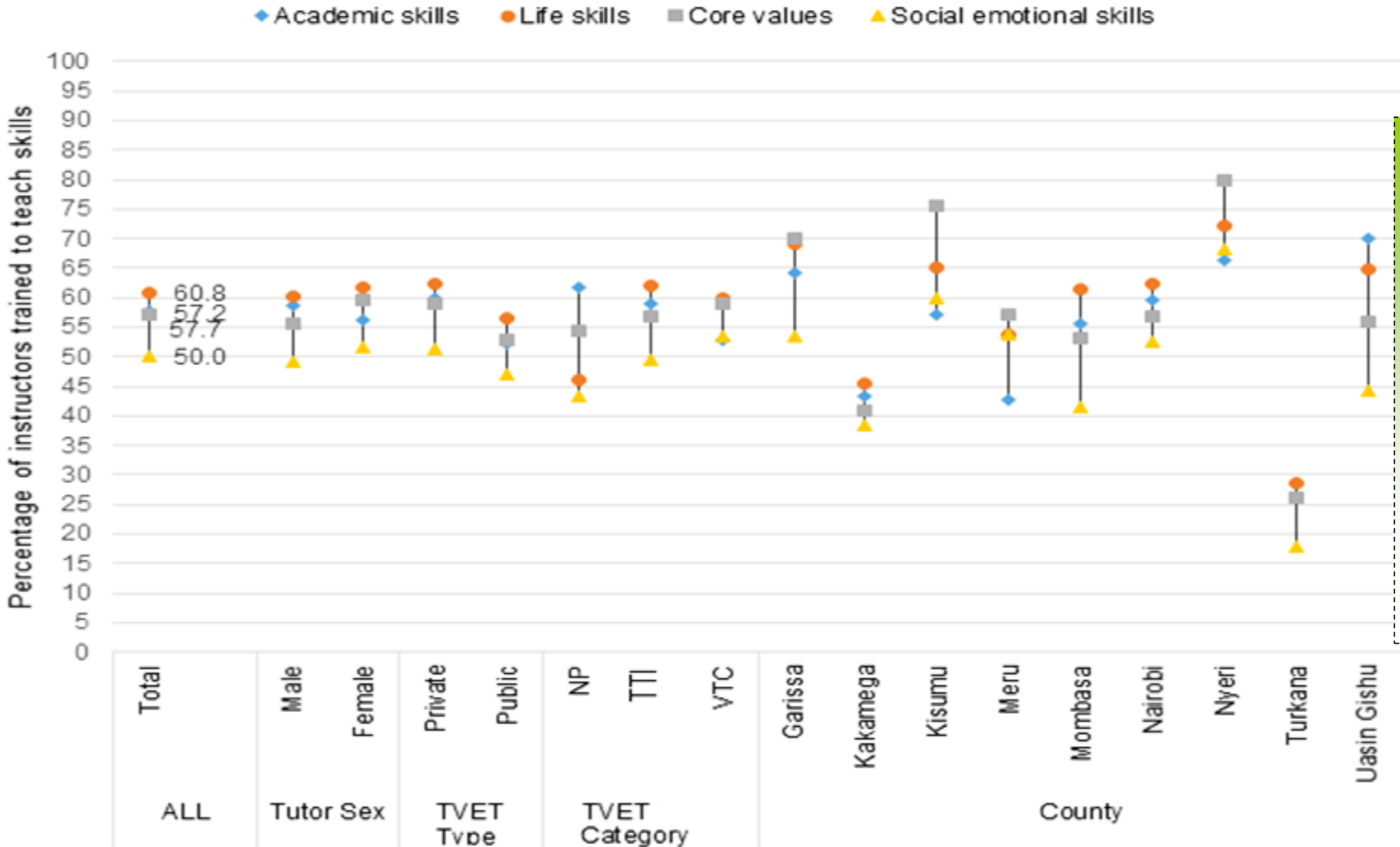
Instructors' capabilities for production of WYD?

■ Moderate to very high extent ■ Less extent to no extent



Over 90% of instructors believed they were well prepared to teach technical courses they teach, with male instructors scoring slightly higher (93.4%) than females (89%).

Instructors' training on WYD Skills



The general attitude is that most institutions have not yet understood the core values and importance of the soft skills and values training...so this has affected the capacities of producing core values among students' [IDI-R4].

Interventions in place to promote WYD in TVETs

- The following interventions have been put in place to remedy inherent gaps in WYD in Kenya:
 - *'We have a new curriculum for TVET institutions and ... have all components of soft skills like life skills, communication skills and entrepreneurship skills among others so we seek to develop learners in wholesomeness'* **[IDI-R4]**.
 - *'...a competency-based curriculum called the competency-based education and training (CBET), which requires that ... we ... teach them how to deal with their clients and how to advertise their services and attract and eventually retain clients.'* **[IDI-R2]**.

Logistic regression model was fit on the proportion of skills and core values acquisition

- **Independent variables** were: instructor's age, employment status, teaching hours per week, refresher training, highest level of education, level of technical training and the proportion of hindrances (extent).
- **Instructor's age** influences the proportion of the skills and core values acquired by the instructors such that, an increase in the age of an instructor by one year reduces the odds of acquiring skills and core values by about 7%.
- **Proportion of hindrances** on average, also influences the adoption of skills and core values, where an increment of the extent of hindrances by a percent reduces the odds of instructors' adoption of the skills and core values by 2.4%.

Logistic regression analysis (penalized)

Number of observations	347
Wald $\chi^2_{(10)}$	19.26
Prob > chi2	0.037
Penalized log likelihood	-77.868

Proportion of skills and core values acquisition	Odds Ratio	Std. Err.	P>z	[95% Conf. Interval]	
Instructor's age	0.930	0.027	0.013	0.879	0.985
Employment status (ref. permanent)					
Contract/temporary	0.473	0.189	0.061	0.216	1.034
Teaching hours per week	1.026	0.017	0.115	0.994	1.059
Refresher/In-service courses in last 3 yrs					
No	0.895	0.344	0.774	0.421	1.902
Highest education level (ref. No college/university education)					
College/TVET	3.638	5.544	0.397	0.184	72.095
University	6.496	10.053	0.227	0.313	134.879
Level of professional technical training (ref. No technical training)					
Artisan and certificate	3.098	2.832	0.216	0.516	18.585
Dip and Higher Dip	1.548	1.296	0.602	0.300	7.989
University degree	1.571	1.154	0.538	0.373	6.626
Proportion of hindrances (extent)	0.976	0.009	0.010	0.957	0.994
_cons	0.230	0.473	0.475	0.004	12.988

Conclusion

- Results show that instructors' capabilities are lowest for VTCs and highest in NPs.
- The quality of students' skills and/or knowledge base is a reflection of the instructor(s) who transferred such skills. This means that learners from NPs could exhibit more WYD skills than those from VTCs.
- Reduction of hindrances such as infrastructural, resources, professional development and staffing would greatly improve acquisition of requisite skills by the instructors.
- A newly revamped curriculum with all WYD skills/training components is currently in place
- What remains to be seen is that with new curriculum, will there be increased and/or comprehensive coverage of WYD skills?

Policy implications & Recommendations for Kenyan TVET Education Sector

- The following policy recommendations if implemented could alleviate limitations in WYD coverage in TVET institutions:
 - **Creation of awareness** among instructors on the relevance of WYD for youth employment;
 - **Provision of equal opportunities for instructors' professional** development in all the three levels (NPs, TTIs, VTCs) of TVETs. This could alleviate the differences in coverage WYD across TVET levels.
 - There is **need for improvement of infrastructure and staffing resources** with enhanced quality assurance; and
 - There should **be a structured and continual in-service training of instructors that is mandatory** within a period specified by the ministry.

Thank you

