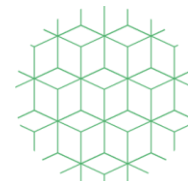




# OIFES PROJECT RESEARCH REPORT

## TESTING THE INTEGRATION OF A LIFE SKILLS CURRICULUM IN THE GOVERNMENT RUN TVET SYSTEM IN KENYA

FEBRUARY 2018  
NAIROBI, KENYA



**YouMatch**  
Global Initiative on Innovative  
Employment Services for Youth

# **TESTING THE INTEGRATION OF A LIFE SKILLS CURRICULUM IN THE GOVERNMENT RUN TVET SYSTEM IN KENYA**

**By:**

**Prof. Charles M.M. Ondieki  
Ndungu Kahihu and  
Sharleen Muthoni**

## Foreword

**Basic Employability Skills Training (BEST)** is a proven model that focuses on providing demand-led skills training and support for vulnerable youth in Kenya and elsewhere. BEST mandates an approach that links training to market demand, closely engages employers in program delivery and pays as much attention to the provision of transferable life skills as to technical skills. The model has been successfully applied in Kenya since 2011, helping to reach over 30,000 youth with job entry-level skills in over 14 different course sectors and achieving a successful transition to employment rate of about 75%. The life skills curriculum used in this study is part of the BEST model, which was developed by CAP Youth Empowerment Institute (CAP YEI), a Kenyan NGO.



**CAP Youth Empowerment Institute Kenya (CAP YEI)** is a non-government organization started in 2011 to train out-of-school youth in entry-level job skills. This training is operationalized using the Basic Employability Skills Training (BEST) model. The first five-year project was under the Learn, Earn, and Save Initiative in Kenya. The new five-year phase started in September 2016 under the project Expanding and Sustaining the CAP-BEST Program and Model in Kenya, which is guided by three core objectives: To ensure disadvantaged youth acquire life skills, relevant labour market skills, savings education, and small business development; to facilitate disadvantaged youth to access internship and job opportunities through public-private partnership; to ensure youth receive vital pre- and post-job placement counselling, support, and services as they transition to work.



**The Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET CDACC)** is a body corporate established under the Technical and Vocational Education and Training (TVET) Act, No. 29 of 2013 of Kenya. The Council is mandated to undertake design and development of curricula for the training institutions' examination, assessment and competence certification, and to advise the Government on related matters. This is in line with Sessional Paper No. 2 of 2015 that embraces Competency Based Education and Training (CBET) system.

## Acknowledgements

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## Contents

Acknowledgements.....	4
Abbreviations.....	7
Executive Summary .....	8
1.0 BACKGROUND .....	14
1.1 Context.....	14
1.2 The CAP YEI model .....	15
1.3 The Research Problem Statement .....	19
1.4 Objectives .....	20
1.5 Project Rationale .....	20
1.6 Research Hypothesis .....	20
2.0 LITERATURE REVIEW .....	22
2.1 Life Skills Definition.....	22
2.2 The Case for Comprehensive Skills Training .....	22
2.3 The CAP YEI curriculum.....	23
2.4 Career guidance and counselling.....	25
2.5 Delivery methods at CAP YEI .....	26
3.0 METHODOLOGY .....	28
3.1 Research Design .....	28
3.2 Research Area .....	28
3.3 Study Population and Sample .....	30
3.4 Administration of instruments and data gathering.....	30
3.5 Evaluation of the Variables of the Study.....	31
4.0 STUDY RESULTS .....	33
4.1 Research Findings by Question Cluster .....	33
4.2 Summary of behaviour, attitude and perceptions change responses.....	39
4.3 Analysis of Responses by the Trainers.....	41
5.0 CONCLUSION AND RECOMMENDATIONS .....	48
5.1 Findings.....	48
5.2 Recommendations .....	48
References .....	50
Annex 1: Working Groups and Working Group 4 Members.....	52
Annex II: Sample IYLDP.....	53
Annex III: Training of Trainers Attendance List.....	56
Annex IV: Trainees' Questionnaire .....	57

Annex V: Trend Analysis.....	66
Annex VI: Trainers' Questionnaire.....	75
Annex VII: Trainers Review Report.....	79

## Table of Figures

Figure 1: Tendency to change of Treatment Group vs. Control Group by question cluster .....	10
Figure 2: Mindset positive trend count comparison.....	10
Figure 3: Teamwork positive trend count comparison .....	10
Figure 4: Relationships with students and teachers positive trend count comparison .....	11
Figure 5: CAP nine-step employability model.....	17
Figure 6: Self-esteem positive trend count .....	33
Figure 7: Mindset positive trend count.....	34
Figure 8: Self-efficacy positive trend count.....	34
Figure 9: Optimism positive trend count .....	35
Figure 10: Relationship with students and teachers positive trend count .....	36
Figure 11: Teamwork positive trend count.....	37
Figure 12: Negotiation positive trend count.....	37
Figure 13: Perception on TVET positive trend count.....	38
Figure 14: Work ethics positive trend count .....	39
Figure 15: Nine-cluster positive trend count Treatment and Control Group comparison .....	39

## Table of Tables

Table 1: Summary of Treatment Group trainers' experiences.....	12
Table 2: Treatment Group and Impact Group Baseline and Impact samples : breakdown by VTC....	29
Table 3: Treatment Group and Control Group sample at Baseline and Impact by gender .....	30
Table 4: Optimism: Baseline to Impact Treatment and Control Groups positive trend comparison ...	35
Table 5: Students' future plans trend comparison for TG and CG (comparison with CAP YEI).....	40
Table 6: Trainers' assessment of students' responsiveness to the life skills curriculum.....	42
Table 7: Trainers' perspectives on the project's implementation .....	42
Table 8: Trainers' ratings of the CAP YEI training materials and resources.....	43
Table 9: Changes noted in students by trainers .....	44
Table 10: Benefits of the life skills curriculum to trainers .....	45
Table 11: Trainers' preference for delivery of life skills: specialized or non-specialized trainer .....	46

## Abbreviations

<b>BEST</b>	Basic Employability Skills Training
<b>BMZ</b>	German Federal Ministry for Economic Development Cooperation
<b>CAP YEI</b>	CAP Youth Empowerment Institute
<b>CBET</b>	Competency Based Education and Training
<b>CG</b>	Control Group
<b>ECD</b>	Early Childhood Development
<b>EFA</b>	Education for All
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit
<b>IAE</b>	The International Academy of Education
<b>ICT</b>	Information and Communications Technologies
<b>ILO</b>	International Labour Organization
<b>IPAR</b>	Institute for Policy Analysis and Research
<b>IYLDP</b>	Individual Youth Learning Development Plan
<b>LS</b>	Life Skills
<b>MCF</b>	MasterCard Foundation
<b>MENA</b>	Middle East and North Africa
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>OIFES</b>	Open Innovation Fund for Employment Services
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>SSA</b>	Sub-Saharan Africa
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>TANU</b>	Tanganyika African National Union
<b>TG</b>	Treatment Group
<b>TVET</b>	Technical and Vocational Education and Training
<b>TVETA</b>	Technical and Vocational Education and Training Authority
<b>TVET CDACC</b>	Technical and Vocational Education and Training Curriculum Development Assessment and Certification Council
<b>UK</b>	United Kingdom
<b>UMN</b>	University of Minnesota
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UPE / FPE</b>	Universal Primary Education / Free Primary Education
<b>VET</b>	Vocational Education and Training
<b>VTC</b>	Vocational Training Centres
<b>WDA</b>	Workforce Development Authority

## Executive Summary

This report provides the findings of a study that examined the potential for introducing life skills studies into the government Technical Vocational Education and Training (TVET) system in Kenya. The life skills curriculum used in the study is part of a proven model which focuses on providing skills training and support for vulnerable youth. The model is unique in that it tailors training to market demand and pays just as much attention to the provision of transferable life skills as to technical skills. It is a model that has been successfully applied in Kenya since 2011, helping to reach over 30,000 youth and achieving a successful transition to employment rate of about 75% and 7.7% to entrepreneurship (2017 statistics). Multiple studies have indicated that the focus on life skills makes the main difference in this success. Successfully introducing this life skills module into the bigger government TVET system has great potential to address the great challenge of youth unemployment in Sub Saharan Africa.

Graduates of TVET programs who learn technical skills but are not provided with life skills are often not able to succeed at work or in developing their own businesses. Besides, they lack the resilience to recover from inevitable setbacks. As a result, employers experience a high employee turnover rate and increased staff retention costs. Often, they have no alternative but to invest further resources in training their staff. Vocational and technical education and training therefore tends to suffer a bad reputation among employers, as well as among potential students and their parents. In light of this, youth prefer to pursue higher education and academic careers, resulting in a shortage of employees with technical skills. Moreover, female learners tend to avoid TVET programs that are traditionally male dominated because they lack the confidence and ambition to pursue these courses. A good life skills curriculum can help build their confidence and interest.

This study sought to determine whether the results CAP YEI has previously achieved could be replicated in the wider public system. The life skills module was introduced into selected Vocational Training Centres (VTC's) in Kenya and the impact on beneficiaries' learning was assessed against a chosen Control Group. The following were the specific objectives of this study:

- a) To test the potential for integrating a proven life skills curriculum in the public TVET system by introducing CAP YEI's module to a selected number of VTC's in Kenya
- b) To assess the impact of integrating the life skills in the TVET curriculum
- c) To derive lessons and give recommendations
- d) To engage stakeholders for adoption and validation of the tested model

The participating institutions were identified through an open call that went out to all government VTC's in Kenya. The criteria for selection were:

- (i) Must be a public TVET institution
- (ii) Have at least 150 students population
- (iii) Must have two-year-training programs running
- (iv) Willingness to be part of the research
- (v) Have at least 30% female students
- (vi) Management able to allocate at least two hours every week on the timetable for life skills
- (vii) Have at least two trainers willing to be trained in life skills
- (viii) The VTC trainers are willing to train the selected group of youth in life skills



- (ix) The trainers are willing to assist in the administration of questionnaires and any other data gathering activities

The aim was to choose a geographically representative sample, so VTC's were chosen from as many different regions of the country as possible. The researchers tried to avoid VTC's that had already benefited from CAP YEI's capacity building program to avoid biasing the results.

Forty VTC's applied to participate in the research, from which ten were selected. The ten selected VTC's were then randomly divided into two equal 'Treatment' and 'Control' groups. The Treatment Group (TG) VTCs were: *Kilgoris, Kangemi, Kiplabai, Magemo, and Migwani* with a total sample of 238 students. The Control Group (CG) VTCs were: *Nduluku, Mkongani, Sero, Wakiaga and Eiden* with a total sample of 302 students. However *Wakiaga* VTC did not participate during the second round of data gathering and was therefore not considered in the final analysis, so the Control Group sample final total was 248.

A Training of Trainers course on Life Skills was designed, organized and conducted for the trainers of the five Treatment Group VTC's. Each trainer was provided with a package of the CAP YEI life skills curriculum and support materials. The life skills training was provided to the selected students in the Treatment Group over a period of three months—one school term—from September to December 2017.

Data was collected using a structured questionnaire that was administered to the students by the researchers. The same questions were administered twice to both the Treatment Group and Control Group. The first time was at the start (baseline survey), before any life skills training was given. The second time was at the end of the training (impact assessment). The questions were organized into ten broad clusters, each measuring a different aspect of the respondent's beliefs, perceptions or behaviour. These clusters were *Self-esteem, Mindset, Self-efficacy, Optimism, Relationship with other students and with teachers, Teamwork, Negotiation, Perception on TVET and Work ethics*. A tenth cluster assessed students' reasons for joining the VTC, what they were doing before, and their plans after training. The majority of questions asked participants to indicate their response across a continuum of four levels of intensity, for instance: *strongly agree, agree, disagree, strongly disagree*.

The data was analysed through regression analysis with the use of SPSS software. The analysis used percentages (proportion) to control for the fact that the Treatment and Control samples were not equal and some students dropped out before the research was completed. First the responses for each question were summarized and tabulated for each of the two groups at baseline and impact points. Since the primary objective was to assess broad trends in change, only answers provided at the 'extremes' of each response continuum, for instance '*strongly disagree*' versus '*strongly agree*' were considered (an optional analysis, incorporating all responses was performed as a test and it showed no significant difference in results). Each response to a question was then rated by the direction of change indicated by the answers given at the baseline assessment point and then at impact, either positive or negative. The broad trend towards a certain direction of change was then established by counting the number of questions where the rating was positive against those where the rating was negative. This trend count provided a pattern for both Treatment and Control Groups that enabled the researchers to identify the direction of change of attitudes, behaviour and perception exhibited by each of the two groups, and to conclude whether, after one group had received life skills training and the other had not, there was any measurable difference between the two.

The results were quite clear and consistent. For all the nine variables, represented by respective question clusters, the students in the Treatment Group demonstrated a much greater tendency to change than those who were not trained, as demonstrated in Figure 1 below.

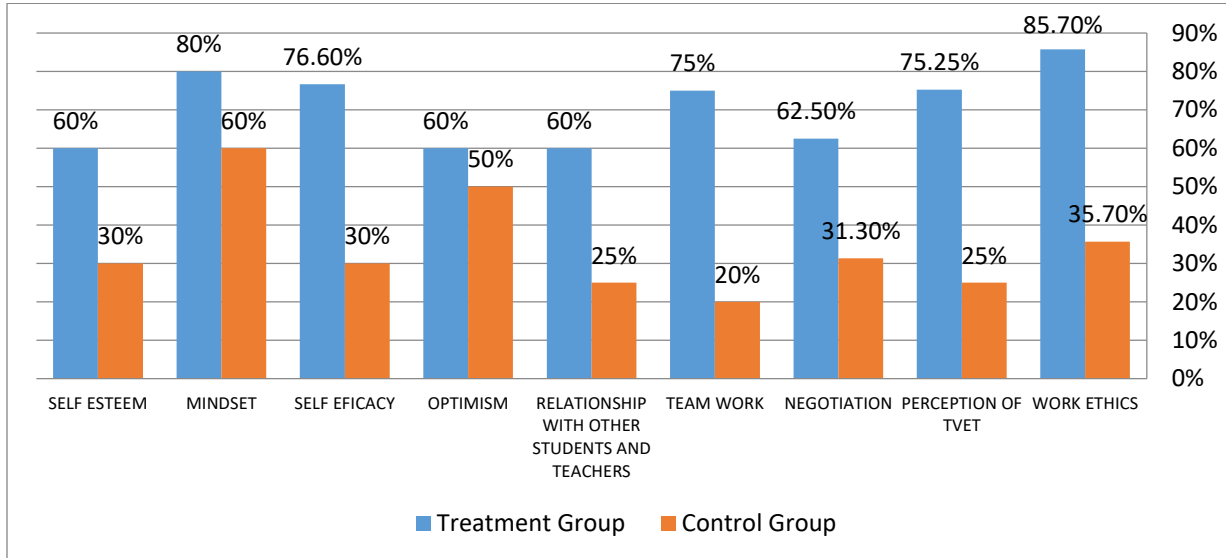


Figure 1: Tendency to change of Treatment Group vs. Control Group by question cluster

Secondly, responses given for eight out of nine question clusters showed that the direction of change for the Treatment Group was overwhelmingly positive, while that of the Control Group was much more likely to be negative, or where positive, only minimally so. An example from the cluster of questions measuring 'Mindset' and 'Teamwork' is shown below.

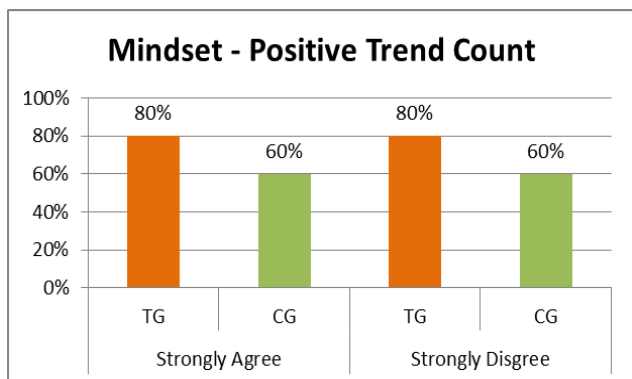


Figure 2: Mindset positive trend count comparison

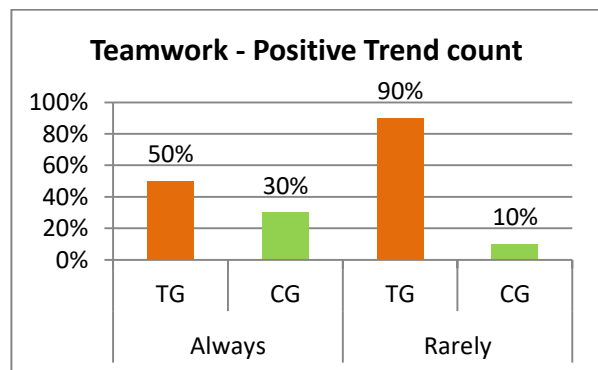


Figure 3: Teamwork positive trend count comparison

The only departure from this trend was the cluster assessing ‘*Relationship with other students and teachers*’ where the percentages at one response extreme, ‘*Never,*’ were equal for both the Control Group and the Treatment Group (see below) indicating that the life skills training did not have a positive impact on the latter. However the pattern of change at the opposite response extreme, ‘*Almost always,*’ followed the same patterns as seen with all other clusters. The researchers explain this outlier as indicative of increased agency in youth leading to dissatisfaction. A similar experience has been observed among CAP YEI alumni, where the increase in students’ self-confidence tends to go along with an increasing dissatisfaction with ‘things as they are,’ whether at work or in school.

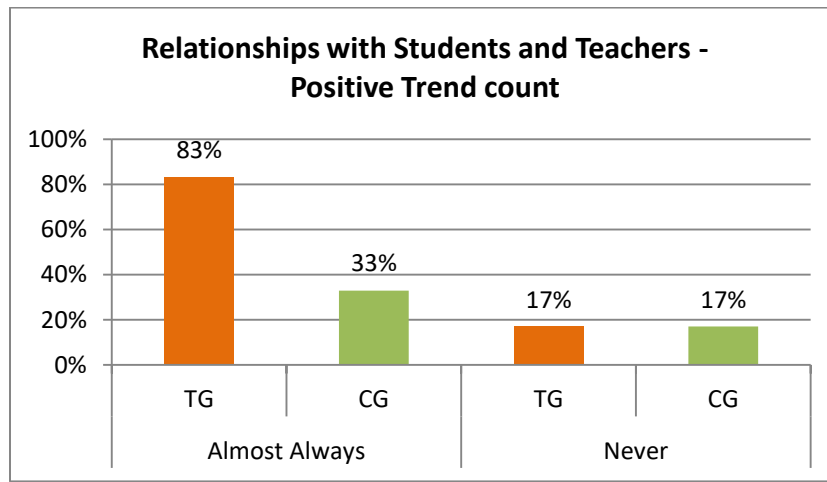


Figure 4: Relationships with students and teachers positive trend count comparison

From this analysis, the researchers were able to conclude that the provision of life skills leads to a higher rate of behaviour, attitude and perception change in youth, and that these changes are highly positive. From this validation, the research also concludes that it is possible to replicate some of the successes of CAP YEI’s life skills curriculum, at least at learning outcome level. One limitation of this study is that, owing to the limited time available for the research, it was only possible to measure learning outcome changes. While we can infer the possibility that these changes will later translate into positive livelihood and life outcomes based on CAP YEI’s experience, where this has indeed been the case, it would be helpful to carry out a follow up assessment of this survey sample to establish if this is indeed the case.

The research also attempted to assess the perceptions and experiences of the trainers who delivered the CAP YEI life skills curriculum, and to establish what they felt would be the best ways of scaling up the program in the TVET system where they work. A post evaluation workshop was therefore organized for all trainers from the Treatment Group. During the workshop, trainers were invited to share their experiences and thoughts, both through an unstructured discussion format and through a structured questionnaire. Trainers were asked to give their views on: the responsiveness of the students to the life skills curriculum; their experience of the research project; their views of the actual curriculum and support materials; changes they noticed in the students during and after the training; and the benefits of life skills on the trainers themselves. Trainers were also asked which approach they would prefer for scaling up life skills in the TVET system—a specialist approach (with dedicated life skills trainers) or an

integrated approach (where trainers of other subjects also deliver life skills). Some of the results are summarized in **Table 1** below:

**Table 1: Summary of Treatment Group trainers' experiences**

	Question	Overall/Mean response	
		Positive	Negative
1	Responsiveness of the students to the life skills curriculum	84%	16%
2	Experience of the research project	77%	23%
3	Rating of the curriculum and support materials	85%	15%
4	Changes noticed in students' behaviour	71%	29%
5	Benefits of the life skills curriculum to trainers	86%	14%

Finally, 80% of the trainers indicated they would prefer a non-specialist approach to scaling up life skills. They felt that such an approach would encourage greater interaction between trainers and students. They also felt that the life skills training would enhance their technical class lessons. On the other hand, the 20% who disagreed felt that a specialized trainer would be more effective since the technical course trainers are already overworked.

Based on this research assessment, the following are the conclusions and recommendations, some of which could be the basis for further study:

**Conclusions:**

- (i) The provision of life skills training results in positive behaviour, attitude and perception changes in students. The delivery of life skills by trainers has an added benefit of improving relations between trainers and students, and of enhancing classroom participation.
- (ii) Life skills training is best delivered by the same trainers who deliver other technical subjects as this creates a platform for further reinforcement and for building positive student-trainer relations.

- (iii) It is possible to replicate some of the benefits of the CAP YEI life skills curriculum by introducing it to institutions in the Government TVET system.

#### **Policy recommendations**

- (a) The roll-out of life skills in the government TVET system requires additional investments. Policy makers should plan for training of trainers, recognition and facilitation, materials and equipment and curriculum design.
- (b) An approach similar to that used by CAP YEI could be useful as a start towards such roll-out.
- (c) For life skills training to be taken seriously, the subject should be made examinable in schools, and monitoring tools, similar to those used by CAP YEI should be developed.
- (d) There is need for governments to create national policies that will guide the development, delivery, resourcing and assessment of life skills in the education system.

#### **Recommendations for Further Research**

- a) There is a need to replicate this research in other countries of the Sub-Saharan Africa region to validate its findings and conclusions.
- b) The results of assessment of behaviour, attitude and perception change, while very persuasive, are limited by the fact that measurement was only carried out at learning outcome level. It is important to follow up some of the respondents to confirm if these changes were sustained over time, and whether they led to positive livelihood and life outcomes as well.
- c) The research did not address the important question of exactly what comprises 'life skills,' which has a variety of potential definitions. It is necessary to try to answer this question from an employer's perspective by assessing the desired behaviours, attitudes and perceptions in the world of work and the training interventions that could lead to these behaviours. This should ideally form the core of any life skills curriculum offered in TVET institutions.
- d) The life skills module of CAP YEI is not offered in isolation but as part of an integrated whole. It would be helpful to carry out this research over a longer period, for instance covering an entire TVET training cycle and with more elements of the BEST model included. This would enable assessment of longer term change outcomes and also allow the effects of other elements of the BEST model (such as pre-training market scan, work readiness, employer engagement etc) on livelihood and life outcomes to be measured.

## 1.0 BACKGROUND

### 1.1 Context

YouMatch, the Global Initiative on Innovative Employment Services for Youth, is an initiative that was commissioned by the German Federal Ministry for Economic Development Cooperation (BMZ) and implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). The program targets Sub-Saharan Africa (SSA) and the Middle East and North Africa region (MENA), where youth unemployment and underemployment are among the highest in the World. The initiative focuses on knowledge exchange to enhance the long-term employment prospects for youth, with a focus on the link between labour demand and skills supply. The objective is to improve employment services for youth by addressing the mismatch between the skills provided and what employers demand.

To promote the development and implementation of innovative labour market solutions, YouMatch initiates regional and global dialogue on employment services for youth. Multiple stakeholders are involved, including practitioners from the public and private sector as well as from civil society organizations, academia and employment promotion programs.

The First Regional Practitioner’s Dialogue was held in April 2016 in Kigali, Rwanda. It brought together professionals from **Botswana, Ghana, Kenya, Malawi, Namibia, Rwanda, Tanzania** and **Uganda**. The participants discussed the critical challenges of the mismatch between markets and skills providers. They came up with six critical challenges. Six Working Groups (WG) were then formed to address each of the six challenges identified (See **Annex 1**).

Each of these Working Groups was tasked with the preparation of a plan to address the issue they had chosen. Each group was to define the problem and propose strategies to address it by identifying the goals and objectives of each plan, the key activities, the estimated budget and a monitoring and evaluation plan. The groups worked largely remotely, using tools provided by YouMatch, with the support of a staff team based in Germany and Rwanda. A special fund—the YouMatch Open Innovation Fund for Employment Services (OIFES)—was set up to support the implementation of the resulting initiatives that were approved.

Working Group 4 was tasked with addressing the challenge *of mainstreaming life skills and career guidance in the TVET and wider education system* (See **Annex 1** for group member details).

The group held various discussions in 2016, most of them remotely, as well as one face to face workshop in Berlin. The members agreed on the following broad definition of the problems resulting from the failure to provide life skills and career guidance and counselling in the TVET and education system:

1. Poor learning outcomes from skills provision systems and programs as beneficiaries are not able to utilize fully the employability opportunities of the learning they gain
2. Mismatch between what skills providers produce and what employers say they want—which, besides technical skills, includes life skills such as honesty, teachability, communication and self-confidence, among others

3. Inability of skills graduates to secure, maintain and grow employability opportunities, further exacerbating the problem of unemployment
4. Negative social perceptions, including maintaining erroneous impressions, for instance: that TVET does not work or is inferior; that youth can only be job seekers not job creators; that employment is the preserve of a privileged few

They proposed an action plan to address these problems that comprised four critical activities:

- (i) To identify existing models that integrate career guidance and life skills in education and training systems
- (ii) To select the best models and initiatives and create a composite model and curriculum for possible integration into the education and training systems
- (iii) To test/pilot the composite model of life skills and career guidance provision in the education and training system in at least two countries
- (iv) To engage stakeholders for validation and adoption of the tested models

Due to time and other limitations, it was decided that a regional assessment of existing models would not be efficient. One of the WG 4 members, CAP YEI, already had a proven model that incorporated both life skills and career guidance and counselling in skills training. This model, Basic Employability Skills Training (BEST), had already been adapted to several countries in Africa with great success. In 2015, BEST had won a continent-wide competition organized by the African Union, which rated it as one of the best TVET models in Africa. The group therefore agreed to adopt the BEST model for its research, and to test the modules most linked to life skills provision and career guidance and counselling (which CAP YEI offers as work readiness training).

In 2017, under the leadership of CAP YEI, the Working Group applied to OIFES for funding to test the CAP life skills curriculum in the Kenya Government TVET system. The funding was provisionally approved in May 2017, on condition that the entire project be completed within six months, and the approved budget not be exceeded. Due to these resource and time limitations the research scope was reduced to assess changes at learning outcomes level only. The work readiness module, which would have assessed the career guidance and counselling aspect, was also left out as this would have required the research period be extended to cover a complete VTC training cycle, which would have exceeded six months.

## 1.2 The CAP YEI model

CAP YEI is a Kenyan non-government organization registered in 2010. Its mission is to build safer, healthier, and productive communities of young people capable of supporting self-directed growth and positive citizenship. It is an affiliate of CAP Foundation of India which was started in 2003 by Dr Nalini Gangadharan. In 2008, CAP Foundation was introduced to Africa and established initiatives in Egypt, Sudan, South Sudan and Tanzania before starting a program in Kenya under CAP YEI in 2011.

The CAP YEI program in Kenya has been very successful, reaching over 30,000 youth (2017 statistics) with short courses and offering 14 different skills programs, including IT: Security, Clearing and Forwarding, Hospitality and Building construction among others. The organization targets vulnerable youth, both directly and indirectly, through a national network of training centres (26 at the time of this research), 96 participating VTC partners and an employer ecosystem that brings together representatives of over 1500 businesses, financial literacy institutions and civil society organizations. These partners actively participate in the program through curriculum design and delivery, mentorship, work readiness and financial literacy training. Over the years the program has attained a successful transition rate, *from learning to earning*, averaging about 82% (of which 75% is transition to jobs).

CAP YEI's success has been attributed to several factors, one of them being the inclusion and emphasis placed on life skills, work readiness and post training support. In a longitudinal survey of the Program conducted by the University of Minnesota (MasterCard Foundation 2014; 2018), it was reported that "youth and stakeholders highly valued the life skills and financial literacy components" of the CAP YEI curriculum. The same survey reported some employees indicated that "CAP YEI alumni are trustworthy employees and people [that one] can leave in the office and he will be sure the work will be done." This was attributed to the life skills component of the program. A summative evaluation of the 'Learn, Earn and Save Initiative,' a program carried out by CAP YEI in partnership with the Master Card Foundation confirmed that CAP YEI graduates "felt that the program had been able to shape their character due to the good advice and training in life skills" offered and hence they felt "able to relate well with the people and view life positively." (MasterCard Foundation, 2015, see also Ramirez et al, 2016)

The model that CAP YEI uses in order to achieve these results is known as Basic Employability Skills Training (BEST). BEST is a nine-step, dynamic, demand-driven model that works by creating linkages between skills providers on the one hand and industry employers and markets on the other (see **Figure 5: CAP nine-step employability model**, below). It places strong emphasis on the needs of employers and the life aspirations of the young people. It offers a trainee support system that extends beyond the course, and a program that lays as much emphasis on 'soft' life skills as on 'hard' technical skills.

The BEST approach continues to have an impact long after the students graduate. It improves the performance of students in their vocational skills training, helps industry develop competent workers, and creates new markets and future employment opportunities through small business start-ups led by youth. This multiple approach allows for dynamic, continuous and sustainable exchange between communities of youth, training service providers, business and markets to create a mutually beneficial framework (CAP YEI, 2015).



### 1.2.1 How the BEST Model Works

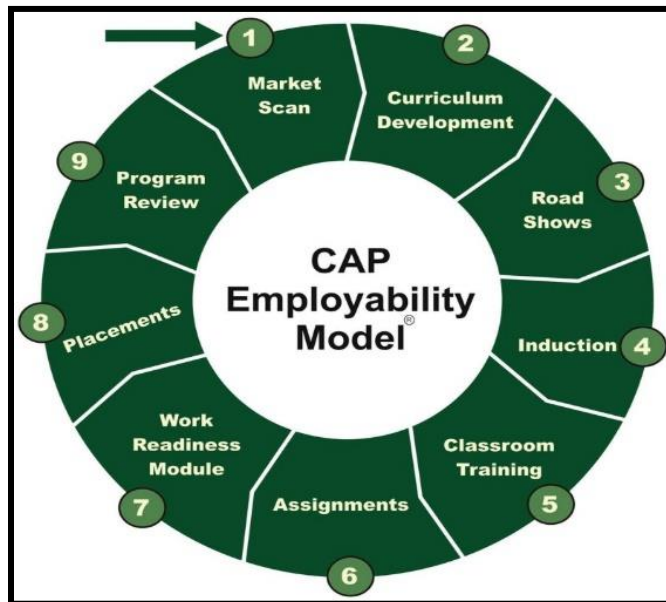


Figure 5: CAP nine-step employability model

The BEST model comprises nine linear steps that summarize the most important undertakings that are necessary to support marginalized young people to secure skills, attitudes and behaviour that will lead to their successful engagement in entry-level employment, self-employment or further learning. These steps are summarized below:

- a) **Market scan:** This is done to obtain basic information from the market—the potential employers, skills required, entry level job opportunities, business opportunities—and to collect data on the youths’ needs, their attitudes, the skills they desire to acquire, etc.
- b) **Curriculum development:** Once the market scan is done, the courses to be offered are selected and a curriculum is designed or adapted specifically to deliver these courses. CAP YEI spends significant time and resources on the development and updating of curricula.
- c) **Road shows (enrolment):** At this stage, needy youth are identified and enrolled into the program. This is done as an outreach process through various media and public activities. Road shows also help to introduce the model to other stakeholders, such as parents/guardians and the general public.
- d) **Induction:** The youth selected to participate are inducted through training in life skills and other important subjects such as, team building, body language, and HIV/AIDS to awaken in them a sense of the importance of life and employment. At this stage youth also receive aptitude testing and counselling to help them select the courses they will pursue.

- e) **Classroom training:** After induction, students are organized into their respective technical training courses, and the actual classroom training begins.
- f) **Assignments:** The BEST model relies heavily on practical, experiential learning. During this stage, students are helped to find practical assignment opportunities with various business, corporates, show rooms, mechanical workshops, etc. Many of these assignments also serve as on-the-job training.
- g) **Work readiness training:** Students are given training to prepare them for the world of work. This includes teamwork, grooming, workplace behaviour, resume writing, interviewing, etc.
- h) **Placements:** After work readiness training, trainees who are willing to take up job opportunities are helped to secure placements. Those who desire to go on with further learning or to start their own businesses are assisted to do so.
- i) **Program review:** At the end of the training cycle a program review is carried out and the findings and lessons learned incorporated into improving the next cycle. The BEST model is dynamic, adaptable, and changes regularly based on youth and market needs.

### 1.2.2 Life Skills and Career Guidance and Counselling in the CAP YEI model

Life skills are first introduced through the induction module (step 4 in figure 5 above) that lasts seven to eight days. The main aim is to help youth explore their own strengths and weaknesses, embark on life planning and goal setting processes, and start building attitudes and behaviours that will enable them to become successful in the world of work or business.

In this module, through the use of different tools and methods, youth are led through a process aimed at helping them answer four critical questions:

- (i) Who am I?
- (ii) Where am I?
- (iii) Where do I want to go?
- (iv) How do I get there?

These lessons are reinforced during classroom and field training. The impact of the lessons is assessed through the Integrated Youth Learning and Development Plan (IYLDP) tool, which tracks how youth are developing and demonstrating desired behaviour and attitudes during the three month course (**see Annex II**).

### 1.2.3 Integration of the CAP YEI model in the Government TVET system

Although the BEST model has been adapted to several countries since 2008, the approach used has tended to favour the Build, Operate and Transfer (BOT) model. In this model, CAP works with a partner to

provide proof of concept and demonstrate the model's value, then largely leaves the scale up or further development of the initiative to the partner, often after a period of one to two years. This approach has obvious limitations, one of which is that it offers little or no opportunity for considering longer term policy implications of the model and partnership, even when it is proved successful.

When CAP was registered in Kenya in 2010, one aim was to address this limitation by creating an organizational platform for the development of long term partnerships. This would now go beyond skills provision to address the wider question of the many ways under development; unemployment and marginalization affect vulnerable young people. The first program started by CAP YEI in Kenya was the Learn, Earn and Save Initiative of Sub-Saharan Africa, in partnership with the Master Card Foundation. This program was primarily aimed at providing a test of the BEST model in Kenya that would also explore the potential to influence policy using the results adduced. A learning partner, the University of Minnesota, was appointed to help in assessing this work.

The project identified the TVET sector as having the greatest potential for policy influencing, and a number of strategies to assist in this were adopted. The first one was a decision to locate half of CAP YEI's program delivery centres in existing TVET institutions, the idea being to offer a best practice example in demand-led skills delivery for the hosts. In 2014 CAP YEI also started a program to train a selected number of government VTC partners on adapting some of the most valuable principles and practices of the BEST model to their existing programs. This capacity-building program eventually grew to engage 45 VTCs by the end of 2016, and over 90 VTCs in 2018.

The capacity-building program has since become a leading strategy of the organization's work in Kenya. The program's activities include the integration of the steps of the BEST model—market assessment, road shows, Induction (life skills) and work readiness training—into the VTC training cycle. While the results have been very encouraging, no attempts were made to test in advance whether any of these models would work in the Government TVET system, the assumption being that *'they worked for CAP YEI, so they should here.'* This research is the first attempt to do so, and the results will certainly be as useful to CAP YEI as it will be to all other beneficiaries of this research.

### 1.3 The Research Problem Statement

Of the many challenges facing the TVET systems in Sub-Saharan Africa, one of the critical ones is the failure to provide transferable life skills that youth need to be successful in the world of work, business and life. When asked, many employers say that they would prefer to hire youth who, in addition to having technical skills, also possess 'skills' such as a positive attitude, honesty, initiative, ambition, communication, respect, ability to follow instructions and work in teams, etc. Yet training in these skills is not part of the curriculum of most TVET institutions, and is therefore not taught in the government-run TVET system. Where life skills topics are integrated into the curriculum, these are usually optional and therefore instructors tend to omit them.

The failure to provide life skills results in graduates who, even when they have the requisite technical skills, are often not able to succeed at work or in developing their own businesses, and who lack the resilience to recover from inevitable setbacks. Employers have therefore been deeply dissatisfied with graduates of the public TVET system. They often must invest their own resources in training their staff,

using resources that should ideally go to more productive ends like expanding or improving businesses. In addition, employers experience a high employee turnover rate and increased staff retention costs. Vocational and technical education and training therefore suffers a bad reputation among employers, as well as among potential students and their parents, so that youth prefer to pursue academic career paths and occupations through higher education. The result is a lack of technical skills and a shortage of skilled employees, which has a negative impact on the economy. Moreover, female learners tend to avoid TVET programs that are traditionally male dominated because they lack the self-confidence and ambition to pursue these courses. A good life skills curriculum can help build their confidence and interest.

## 1.4 Objectives

### 1.4.1 Main Objective

The main objective of this research was to test the potential for integrating CAP YEI'S proven life skills curriculum into the public TVET system by introducing the module to a selected number of VTC's in Kenya and assessing the impact on beneficiaries' learning outcomes against a chosen control group.

### 1.4.2 Specific Objectives

- a) To test the potential for integrating a proven life skills curriculum in the public TVET system by introducing CAP YEI's module to a selected number of VTC's in Kenya
- b) To assess the impact of integrating the life skills in the TVET curriculum
- c) To derive lessons and give recommendations
- d) To engage stakeholders for dissemination of findings, validation and adoption of results

## 1.5 Project Rationale

Successful testing of the curriculum integration was expected to lead to increased acceptance by governments and other stakeholders in Sub-Saharan Africa of the importance of integrating life skills in the entire education system and encourage them to make the necessary plans and investments that will scale up and sustain such integration. The integration of a life skills curriculum into public TVET institutions will ensure TVET graduates are holistically trained, as well as prepared for the labour market, and that they can engage in productive employment and entrepreneurship opportunities, leading to an increase in private sector productivity. The project thus aimed to contribute to enhanced job preparation, and to some extent, to job orientation and matching for youth within the public TVET system.

## 1.6 Research Hypothesis

The provision of life skills and support, when combined with the provision of technical skills, leads to better learning outcomes for youth. This can be seen in measurable behaviour, attitude and perception changes, for instance in improved relationships, self-confidence, optimism, negotiation, life planning and resilience. In the long term, this leads to greater livelihood access and more success for youth in

the world of work or small business, and results in productivity gains by industry employers who hire well-trained and motivated workers.

### 1.6.1 Justification of the Research Hypothesis

CAP YEI's experience in providing life skills through the BEST model formed the basis for proposing this research hypothesis. Between 2011 and 2017, CAP YEI was able to directly and indirectly reach and train over 30,000 youth through a market-based skills program lasting 3 to 4 months. The transition from learning to earning for these youth had averaged over 82% (75% were linked to jobs and 7% opted to start micro businesses). Multiple assessments of the program concluded that the provision of life skills, in conjunction with technical skills, was a critical factor in the BEST models success. For instance, a longitudinal survey carried out by the University of Minnesota asked youth what they valued most in the CAP YEI program. According to the 2014 report, an overwhelming number valued life skills and the interpersonal relationship this created between them and their facilitators (trainers). In 2015 a summative evaluation of the program attributed the success of the model to a combination of factors, including the life skills component. Two independent analysis papers, based largely on the data collected by CAP YEI, came to the same conclusion. In the peer reviewed paper *Uhusiano Design for Learning* by Chris Johnstone, Acacia Nikoi, and Ndungu Kahihu, the authors noted that "the self-confidence developed through life skills was a key success factor, helping youth to see themselves as positive members and contributors to society."

All this built the confidence that the same module could work with youth in the public TVET system, hence the hypothesis. But the training context in a large government system is different from that of a small flexible private sector skills provider like CAP YEI, so it was necessary to test this assumption. Kenya was selected as a test country because of the major reforms the country is carrying out in the TVET sector, and because the partnership between CAP YEI and the government has been well established. Nevertheless, the challenges Kenya faces in the skills and youth employability sector are fairly similar to those in other Sub-Saharan Africa countries, so the conclusions can be reasonably generalized across the region. The findings will be useful in shedding light on how life skills training in government institutions can be best effected, not just in Kenya, but in most of the other eight countries that the YouMatch project covers in Sub-Saharan Africa.

## 2.0 LITERATURE REVIEW

### 2.1 Life Skills Definition

'Life skills' is a term used to describe a set of basic skills acquired through teaching and/or direct life experience. Life skills enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. The skills include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, and personal and social responsibility, which contribute to good citizenship—all essential skills for success in the 21<sup>st</sup> Century, both for healthy societies and for successful and employable individuals.

UNICEF has defined life skills education as “a structured program of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programs are theory- and evidence-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of documented results” (UNICEF, Definition of Terms, 2003).

There are three categories of life skills:

**a) Category 1: Skills of knowing and living with oneself**

- i) Self-awareness
- ii) Self-esteem
- iii) Coping with emotions
- iv) Coping with stress

**b) Category 2: Skills of knowing and living with others**

- i) Empathy
- ii) Effective communication
- iii) Conflict resolution and negotiation
- iv) Friendship formation
- v) Assertiveness
- vi) Peer pressure resistance

**c) Category 3: Skills of effective decision making**

- i) Critical thinking
- ii) Creative thinking
- iii) Problem solving
- iv) Decision making

### 2.2 The Case for Comprehensive Skills Training

Life skills help keep school-leavers off the streets and reduces the threat of social unrest; they generate more employment opportunities than would otherwise be the case ("Education, life skills and career guidance needed to address unemployment", 2016). Training in life skills benefits young people by:

- i) Helping them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination.
- ii) Giving them a voice at school, in their community and in society.
- iii) Enabling them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

With almost 200 million people aged between 15 and 24, Africa has the youngest population in the World ("Youth population trends and sustainable development", 2015). This creates many challenges, one of the biggest being youth unemployment. According to the ILO, Global Youth Employment Trend Report (2016), the number of unemployed youth is about 71 million and the challenge is getting worse. While the causes of and solutions to this problem are complex, one common thread is the need to provide youth with market relevant skills that not only enable them to secure jobs or self-employment, but also to navigate an increasingly unpredictable and ever changing labour landscape. This calls for both 'hard' technical skills as well as 'soft' transferable life skills.

Many experts now agree that life skills are extremely crucial for positive livelihood, with some ranking them at the same level of value, or higher, as technical skills ("Education, life skills and career guidance needed to address unemployment", 2016). Despite the rising unemployment rates, 40% of employers say they have difficulty attracting workers with the right skills. A recent study by a multi-donor group noted "a growing awareness of the value of soft skills to both employee productivity and the healthy development of young people in general" (Youth Employment Funders Group, 2017). However, there seems to be no consensus on exactly what constitutes 'life skills'. For instance, a USAID study identifies four important skill levels that seem to lead to the most critical work place behaviour changes: Higher-order thinking; Social skills; Communication skills; and Self-control (Lippman et. al., 2015). CAP YEI's module, on the other hand, emphasizes a more generic approach, one intended to equip youth with skills, attitudes and behaviours that can be easily applied in a wide range of pathways, from entry level jobs, to small business creation, to engagement in further learning.

### 2.3 The CAP YEI curriculum

CAP YEI's life skills and work readiness curriculum has emerged from many years of engaging closely with employer needs and responding to the evolving aspirations of young people. For instance, each technical skills course offered by the organization is selected only after a market scan has been done to identify the potential for livelihood opportunities that the trained youth can engage in. Part of this scan includes a process of querying employers on the ideal skills and attitudes they desire their employers to have. While many employers will start by identifying technical skills related to the jobs they offer, almost all of them, upon further probing, will cite desired attitudes and behaviours that are not taught by many skills providers. These include: honesty, time keeping, communication, ability to follow instructions, and ability to work in teams and be proactive. From these conversations and other experiences, CAP YEI created a model that aims to offer youth trainees not only technical skills, but also an opportunity to build the kind of attitudes and behaviours that will make them stand out in the work place and that are easily transferable.

Some of the lessons covered in the CAP YEI life skills module include:

- i) Attitude & self-esteem
- ii) Background and identity
- iii) Balancing relationships
- iv) Communication skills
- v) Conflict resolution
- vi) Decision making
- vii) Gender issues
- viii) Goal setting
- ix) Handling responsibility
- x) HIV/AIDS awareness & sex education
- xi) Money management
- xii) SWOT analysis
- xiii) Time management
- xiv) Values & perceptions
- xv) Workplace (expectations) preparedness

Facilitation of these lessons is done in various ways. To ensure active interactions between the facilitators and the students, the lecture method is highly discouraged. Some of the methods used include demonstration, role-play, focus group discussions, case study, storytelling, charts, games, and ice breakers.

To evaluate and monitor the impact of these skills on the attitudes, perceptions and behaviour of the youth, several tools are used. The key one is the Individual Youth Learning Development Plan (IYLDP). This is a monthly evaluation conducted by the facilitators on the students (see Sample IYLDP, Annex II). It rates the student's performance by assessing changes in observed behaviour and attitudes and assigning a score against each. The IYLDP is also used as an individualized tool for behaviour modification. For instance, the students are given feedback by the facilitators after each assessment as a way to encourage positive behaviours and discourage negative ones. By constantly reinforcing the critical concepts taught under life skills, the students are given an opportunity to change and modify their attitudes and behaviours during the course of the 3 to 4 months training.

Other research has shown that these life skills are highly valued by employers. CAP YEI's experience clearly confirms this. The organization conducts annual program reviews with selected employment sector representatives where employers are invited to critique the program from the perspective of their interactions with youth either during training, internship, or at the work place. While many employers continue to insist that the three month classroom training duration is too short to cover essential technical skills, many others comment on the positive attitudes and behaviours of the CAP YEI youth that they interact with. Such behaviours include; showing initiative, politeness, willing to go the extra mile, very ambitious, and willingness to learn.

One of the most exciting findings is the indication that these behaviour changes may actually last a lifetime. One of the surveys carried out to assess the CAP YEI model indicated that 61% of youth trained by CAP YEI were doing well four years after they left the program, while another 64% were saving money



in order to start their own business or go back to school for further learning (UMN, 2014). Many CAP YEI graduates report that life skills were the most important lessons they learned.

## 2.4 Career guidance and counselling

**Counselling** has been described as a dialogue between someone who has a problem and someone with specialized knowledge who can help in the understanding of the problem (Achungo, 2004, quoting Tattum). Counselling is reserved for the more personal aspects of guidance that demands highly specialized skills. It is concerned with emotional disturbance and behaviour problems. Counselling is personal, intimate, private and confidential. A broad objective of counselling is to help individuals clear away the entangling and hampering tentacles and become truly themselves so that they can contribute more, both to self and to others.

**Guidance**, unlike counselling, is less personal and less intimate. Guidance is more public, informative and meant to instruct. Guidance has been defined as “the assistance made available by qualified and trained persons to an individual of any age to help him or her to manage his/her own life's activities, develop his/her own point of view, make his own decisions and carry on his own burden” (Barki & Mukhopadhyay, 1989). Therefore, guidance is a process of helping individuals to understand themselves and their world so that they can utilize their potential.

In schools, guidance embraces the educational and vocational aspects. Counselling is a service incorporated into guidance programs. Not all guidance work is counselling, but almost all counselling is part of guidance. Guidance activities may precede, accompany or follow counselling. The goal of career counselling is not only to help students make the decisions they need to make now, but also to give them the knowledge and skills they need to make future career and life decisions.

**Career guidance and counselling** deals mainly with educational and vocational guidance. Educational guidance is concerned with all those activities that are related to the students' adjustment to his educational environment.

**Vocational guidance** is primarily focused on helping a student answer the following question: “what shall I do in life?” With hundreds of new careers available today because of the fast moving development in science and technology and international relations, coupled with a high rate of unemployment, vocational guidance is critical. Students may be conflicted between their interests and their abilities. Therefore, vocational guidance is concerned with helping students understand the world of work and understand themselves in relation to the world of work. It is also concerned with assembling information about many common occupations and less familiar jobs and recognizing the occupation in which one may find satisfaction and develop the fullest potential (Patterson, 1974).

Some parents choose careers for their children, which are beyond the children's ability or interest. Vocational guidance cautions students and their parents against being attracted by the loftiness or lucrativeness of a particular occupation or profession, regardless of whether they meet the requirements (Republic of Kenya, 1973).

Career guidance and counselling is integral to the delivery of vocational-technical education. Career guidance and counselling programs help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society. These programs prepare individuals better for the changing workplace of the 21st century by:

- a) Teaching about labour market changes and complexity of the workplace
- b) Broadening knowledge, skills, and abilities
- c) Improving decision-making skills
- d) Increasing self-esteem and motivation
- e) Building interpersonal effectiveness
- f) Maximizing career opportunities
- g) Improving employment marketability and opportunities
- h) Promoting effective job placement
- i) Strengthening employer relations

Life skills training and counselling help students understand career guidance. CAP YEI offers career guidance and counselling through a variety of mechanisms, primarily starting with the work readiness module (step 7) which is offered shortly before the youth leave for work internships and subsequent job placements. This module is offered with the active involvement of employers. For instance, human resource officers take students through stringent mock interviews and critique their performance, behaviour, grooming and communication skills. The students are also given advice on the expectations they should have in the particular job they are training for and the prospects available for growth if they do well. In addition, students are trained on résumé writing and how to conduct themselves in different situations in the work setting. The aim of this module is to prepare youth for the world of work by simulating workplace conditions as much as possible.

Once the youth have completed the classroom training, they embark on an internship program that lasts up to four weeks. This provides practical immersion in an actual employment setting. It enables students to apply the lessons they learned through the technical program and the work readiness training, and to apply the coping skills and aptitudes gained from the life skills training.

## 2.5 Delivery methods at CAP YEI

Rather than use specialists, CAP YEI prefers to deliver both the life skills and work readiness modules through the facilitators hired to deliver technical and entrepreneurship skills. This is not only a more efficient use of scarce resources, but also one that adds value by allowing staff to reinforce the key life skills lessons and behaviours during the delivery of technical and other lessons. Staff also gain distinct benefits from the life skills module through such positive changes as improved classroom engagement, retention and better facilitator-student relations. The approach aims at building students agency to the extent that they take increasing charge of their own learning and livelihood outcomes.

*“It is not only being trustworthy, it is believing in yourself. One thing that I got from the CAP YEI program was how to be me - how to make sure that I have achieved the best out of me. Before I came to CAP I was just like any other youth out there. I used to think I have to wait for someone to get me the opportunity – not doing it myself. But I realized that when I came to CAP it is like it*

*opened my mind, I knew I had so much potential that was in me. One thing that captured me is to be the best that I can be. It is trust that's a virtue – that is earned, by doing things right, but waking up early, making sure that you are groomed well, dress-up well, people can see a good picture. (CAP YEI student, 2014)”*

The life skills module is delivered through a dedicated block of seven to eight days offered as part of the process of inducting new trainees to the CAP YEI program. By the end of that week the youth are led through course selection. They also embark on a process of following up on the commitments of the life skills training, which are monitored through the IYLDP tool (Annex II). The work readiness module is more closely integrated into the course program, but it is allocated an additional time block near the end of the classroom training as it is meant to prepare students for the world of work or small business.

While the results of this study seem to validate CAP YEI's approach, the researchers recognize the unique challenges of scaling up such a module in the larger, less flexible, government TVET system. In addition both life skills and work readiness do not work in isolation, but as part of a highly dynamic interaction of different elements, all meant to successfully match aspiring young people to livelihood opportunities. While in CAP YEI, such dynamism is taken as a given, the conditions obtaining in the more monolithic government TVET system present a different set of challenges altogether, and the solutions may have to be different.

Nevertheless, over the period since 2011, CAP YEI has gained abundant proof that life skills and career guidance work and have a lasting and positive impact on the livelihood outcomes of vulnerable young people. In 2018, The Master Card Foundation published a report that summarized the results of a four year longitudinal survey of CAP YEI's programs carried out by the University of Minnesota. The results show that the program has had clear impact on the life and livelihood options of young people. An important reason for this is the life skills the youth learn, which enable them to navigate the challenges of employment, family and community relations, and to make better life choices than their peers.

While the CAP YEI model does not solve every livelihood or life problem for participating youth, it does offer them tools to work through life challenges and build positive attitudes, hence contributing to their resilience and sense of self-belief and agency. It helps them identify goals and make plans to work towards them. While CAP YEI further believes that these skills and approach can work as well for youth in other sectors, including the wider TVET system, this has not been tested until now.

## 3.0 METHODOLOGY

This chapter outlines the methodology and procedures that were applied to achieve the purpose of the research. It provides a detailed description of the research design, the research area, the study population and the samples used. The data gathering and evaluation methods are also described.

### 3.1 Research Design

Research design is a 'blueprint' for research, dealing with at least four problems: which questions to study, which data are relevant, what data to collect, and how to analyse the results. Achieving the best design depends on the research question as well as the orientation of the researcher. Research design can be fixed (quantitative) or flexible (qualitative) (Robson, 1993).

In this study an experimental research design has been used where the independent variables are the Treatment Group and the Control Group. The same questions were administered to both the Treatment Group and the Control Group and the results compared. These conclusions were then assessed against the research hypothesis.

In the design of comparative experiments, two or more 'treatments' are applied to estimate the difference between the mean responses for the Treatment Group and then compare with the results from the 'untreated' Control Group. In this study there was one Treatment Group and one Control Group. The percentages obtained to indicate the trend of response to the questions from the two groups of participating students gave the mean responses for the groups.

### 3.2 Research Area

Students engaged in this study were selected from ten VTCs across the country where students had not been taught any life skills. The ten were then randomly divided into two equal 'Treatment' and 'Control' groups. The Treatment Group (TG) VTCs were: *Kilgoris, Kangemi, Kiplabai, Magemo, and Migwani* with a total sample at the start of 238 students. The Control Group (CG) VTCs were: *Nduluku, Mkongani, Sero, Wakiaga and Eiden* with a total sample of 302 students. However *Wakiaga* VTC did not participate during the second round of data gathering as all the students had left for their internships. It was therefore not considered in the final analysis. The total starting sample for the control group therefore came to 248.

However, these sample numbers changed over the three month 'treatment period.' The control group sample changed from 238 to 161 while the treatment sample changed from 248 to 177 (see table 2 below). The difference between the samples at baseline and impact for both groups was caused by the fact that the second data gathering event was held at the beginning of the school term in January 2018, when students are required to pay school fees. Many of them were late in doing so and were sent away for this reason. Other students had left to look for internship opportunities, which is a requirement of most VTC courses.

Besides, the research was held between July 2017 and January 2018, an election season which, typically for Kenya and even at the best of times, causes disruptions in social and economic activities in the country. This particular election was extremely competitive and drawn out as the Supreme Court

nullified the Presidential ballot of August 2017 and ordered a repeat, which was held in October 2017. Some of the VTC's had their learning programs disrupted by riots, by the requirement to release their students and staff to go home and vote, and by the use of their facilities as voting or vote counting premises. Despite these challenges, the researchers feel confident that the eventual integrity of the sample and analysis was not too highly affected and the conclusions drawn are reliable. The preference for using percentages in the analysis was meant to control for these differences. The table below shows the Baseline and Impact samples figures for both groups and how these changed.

**Table 2: Treatment Group and Impact Group Baseline and Impact samples – breakdown by VTC**

TREATMENT GROUP	BASELINE SAMPLE	IMPACT SAMPLE	CONTROL GROUP	BASELINE SAMPLE	IMPACT SAMPLE
<b>Kilgoris</b>	47	40	<b>Nduluku</b>	61	42
<b>Kangemi</b>	34	14	<b>Mkongani</b>	40	28
<b>Kiplabai</b>	72	19	<b>Sero</b>	78	72
<b>Magemo</b>	33	34	<b>Eiden</b>	69	35
<b>Migwani</b>	52	54	<b>Wakiaga</b>	0	0
<b>TOTAL</b>	<b>238</b>	<b>161</b>		<b>248</b>	<b>177</b>

The identification and selection of the participating VTCs was done after an invitation to participate was sent out to the network of Government TVET institutions and stakeholder contact groups. Over 40 institutions responded to the call. The selection of the participating VTCs was conducted by the research team based on the following criteria:

- i) Must be a public TVET institution
- ii) Have a population of at least 150 students
- iii) Must have two-year training programs running
- iv) Willing to be part of the research
- v) Have at least 30% female students
- vi) Management is willing to allocate at least two hours every week on the timetable for life skills
- vii) Have at least two trainers willing to be trained in life skills
- viii) Trainers are willing to train the selected group of students in life skills
- ix) Trainers are willing to assist in the administration of questionnaires and any other data gathering activities

An initial shortlist of 12 VTC's was made with an attempt made to ensure a wide geographical distribution by selecting VTC's from different parts of the country. The researchers also tried to ensure

that VTC 's which had previously been part of the CAP YEI Capacity Building program were not included as it was felt this might bias the results. The selection process yielded a final list of 10 VTC's.

For the random disaggregation of the research sample, a planning meeting was organized. All the ten VTC principals attended. They were briefed about the project, the intended outcomes, and the benefits of participation to the VTCs. The County Directors in charge of VTCs were also contacted and notified about the project and its involvement with the VTCs in their counties.

The desegregation was random and by chance. It was carried out through a simple ballot. To ensure equity, those who fell into the Control Group were promised that CAP YEI could conduct life skills training for them, either directly or through the Capacity Building program, once the research was done. Finally all participating VTC's were offered a chance to join CAP YEI's capacity building program and otherwise partner with CAP YEI in different ways after the project was completed.

### 3.3 Study Population and Sample

The target population of the study consisted of a mix of youth who were enrolled as students at the ten VTC's. In the Kenyan TVET system, VTC's train for entry level skills and largely target a similar demographic to CAP YEI. The students included a mix of both primary school and secondary school graduates; the same mix as is found in the CAP YEI program. In selecting the sample, the researchers favoured recent enrolees to reduce the potential for disruption that would have occurred as students closer to the end of their courses embarked on internships or graduated. The gender composition of the overall sample was 39% females versus 61 % males for the Treatment Group and 37% female versus 63 % males for the Control Group (see the gender breakdown of the study sample below). This exceeded the 30 -70 ratio initially foreseen in the study design.

Table 3: Treatment Group and Control Group sample at Baseline and Impact by gender

	Group	Sample at Baseline		Sample at Impact	
		Female	Male	Female	Male
1	Treatment Group	39%	61%	40%	60%
2	Control Group	36%	60%	38%	62%

### 3.4 Administration of instruments and data gathering

Questionnaires were the main tool used to collect information. Two different types of questionnaires were used; one for the students and the other for the trainers.

The students' questionnaire was organized into ten clusters, each meant to assess behaviour, attitude and perceptions change under a particular domain. These domains were: *Self-esteem, Mind-set, Self-*

*efficacy, Optimism, Relationships with other students and teachers, Teamwork, Negotiation, Perception on TVET and Work ethics.* The tenth cluster of questions assessed students' plans post training (See **Annex IV: Trainees' Questionnaire**).

The trainers' questionnaire was designed to assess their views on: the responsiveness of the students to the life skills curriculum; their experience of the research project; their views of the actual curriculum and support materials; changes they noticed in the students during and after the training; and the benefits of life skills training to the trainers themselves. It was administered once after the students assessment had been completed and only to trainers in the Treatment Group VTC's (See **Annex VI: Trainers' Questionnaire**).

A five-day Training of Trainers (TOT) course for the trainers of the five Treatment Group VTC's was designed and delivered, and a package of curriculum and support materials was provided for each trainer. Ten trainers from the selected VTCs attended the training (see Training of Trainers Attendance List, Annex III).

The students' questionnaires were then hand-delivered to the participants and filled out in the presence of the researchers. The researchers and trainers assisted the students to understand the questions so that they could give the appropriate responses. The same questionnaire was administered twice to all participants, the first time at the baseline point before the life skills training was given to the Treatment Group, and the second time at the impact point after the training was completed.

### 3.5 Evaluation of the Variables of the Study

The independent variables of the study were the students' responses to the questions, while the dependent variable was the mean percentage scores obtained to indicate the impact of integrating life skills in the curriculum. Two levels of analysis were used. An analysis of broad change as seen from the responses to the questions at baseline and then at impact point and the direction of change, positive versus negative, as seen by how participants responded to each question at baseline and then at impact. The researchers assumed that all the students in both the Treatment and Control Groups would experience behaviour, attitudes and perception change, even without life skills intervention. The first level of analysis therefore was meant to show the proportion of these changes and how they differed by group and over time. The second analysis (trend count) was meant to show the direction of the changes and how this differed by group and over time.

### 3.6 Analysis of Question Clusters

The data was first analysed to indicate the responses to each question. These were then tabulated according to the nine broad clusters by time (from baseline to impact points), and separately for each group (Treatment and Control). The tenth cluster which mainly assessed students plans after training was analysed separately. Most questions offered multiple choice options, often across a *continuum of intensity* range. Each question was therefore also analysed by the choice made. Since the primary objective was to assess broad patterns in response change, only answers provided at the 'extremes' of

each continuum range, for instance '*strongly disagree*' versus '*strongly agree*' were considered. However a separate test analysis, which incorporated all responses, was also performed to see if analysing all responses would have shown a different result. It showed no material difference in the final results.

Each question's response was then rated by the direction of change against each answer, either positive or negative, and these were summarized by question cluster. The direction was obtained by analysing the answers given to each question at baseline, and then at impact, to see whether the change indicated was positive or negative. For instance, if at the baseline 16.4% of the students in the Treatment Group responded to the statement '*I am able to change most things that go wrong with my life*' with the choice '*strongly agree*,' while only 14.3% gave the same answer at the impact point, the direction of change indicated by the answers to this question was considered negative. If the number had risen, say to 20%, the trend would be considered positive. On the other hand, if 18.3% of the Control Group respondents answered the same question with '*strongly disagree*' at the baseline point, but three months later, at the impact point, this number had fallen to 15.5%, this would clearly indicate a positive trend of change. If the number had fallen from the baseline, the trend of change would be rated negative. This analysis was carried out for each question at each end of the response intensity continuum, for both treatment and control groups and at baseline and then impact assessment points.

The broad trend towards a certain direction of change was then established by simply counting the number of questions where the rating was positive against those where the rating was negative, then a percentage of positive change was calculated for each cluster. This provided a pattern for both Treatment and Control Groups that enabled the researchers to identify the broad direction of change exhibited by each of the two groups (see Trend Analysis tables, Annex V).



## 4.0 STUDY RESULTS

The results of the study are presented and discussed in this chapter. The results are presented according to the ten question clusters in the questionnaire, and the conclusions are made against the study hypotheses. The analysis of the trainers questionnaire is provided separately.

### 4.1 Research Findings by Question Cluster

The summary of findings under each of the question clusters is provided below:

- a) **Self-esteem:** ten questions were administered under this cluster. Questions were stated in declarative statement format with the respondent asked to *strongly agree*, *agree*, *disagree* or *strongly disagree* with each statement. For the Treatment Group, the trend of responses showed a clear direction towards positive change with 50% of *strongly agree* responses showing a positive direction against only 20% for the Control. For example, while 8% of Treatment Group respondents *strongly disagreed* with the statement 'On the whole I am satisfied with myself' (meaning they are not) that number had fallen to 5.6% after the life skills training. Under the response extreme '*strongly disagree*,' assessment of the Treatment Group responses showed that responses to 7 out of the 10 questions in the cluster (70%) indicated a positive trend, while only 5 out of the ten 10 (50%) of the responses from the Control Group were positive (see diagram below). This trend indicates that the life skills training had a positive impact on the youths' self-esteem.

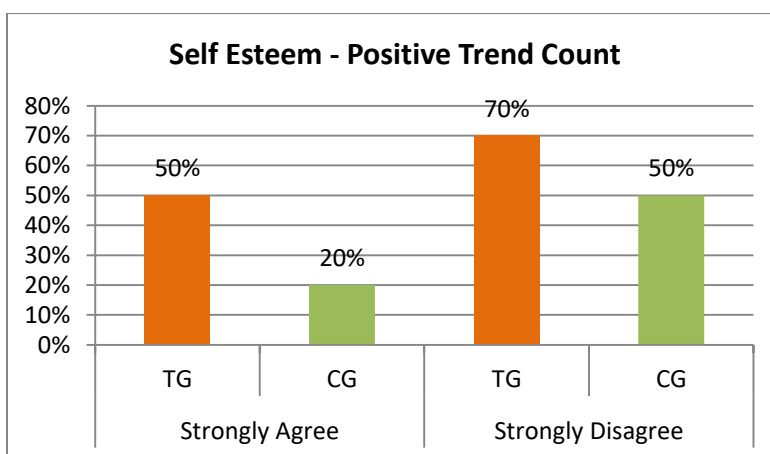


Figure 6: Self-esteem positive trend count

While certain behaviour, attitude and perception changes were to be expected even in the absence of an intervention, there was no broad pattern towards a positive direction of change in the Control Group as was the case with the Treatment Group, and the change in direction, from baseline to impact, was more likely to be negative as seen from the trend count. The difference between the Treatment and Control Groups in the change patterns and proportion can therefore be attributed to the life skills training.

- b) **Mindset:** The second cluster of questions were meant to assess respondents' 'mindset' or 'self-belief.' Five questions were administered under this category at both the baseline and impact stages of the research. An analysis of the responses was carried out, as was a trend count to

indicate the broad direction of change. Again, the proportion and trend towards positive change was higher and more consistent for the Treatment Group than for the Control Group. For the Treatment Group, 80% of responses were positive under both the 'strongly disagree' as well as 'strongly agree' response categories (see diagram below). For the Control Group a lower 60% of responses respectively indicated a positive direction of change.

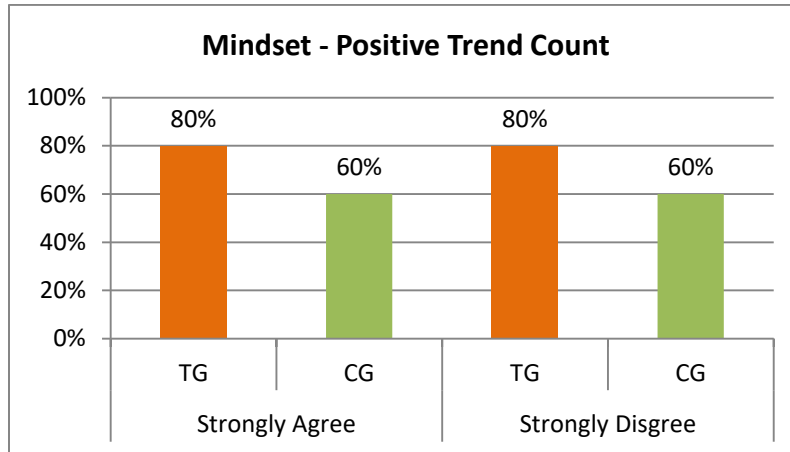


Figure 7: Mindset positive trend count

The 20% difference in proportion of change between the Treatment and Control Group is significant and the direction towards positive change, as predicted in the research hypothesis, indicates that the life skills training had a positive impact on the youths' self-belief.

- c) **Self-Efficacy:** The third cluster of questions was meant to assess 'self-efficacy' or the youths' belief in their own ability to succeed or solve problems. Fifteen questions were administered under this category with youth asked to respond to statements like 'I know how to handle unforeseen situations' on a response continuum ranging from: *not true*, *hardly true*, *moderately true* and *exactly true*. Again responses given at both extremes were analysed and a trend count taken as shown in Figure 8 below.

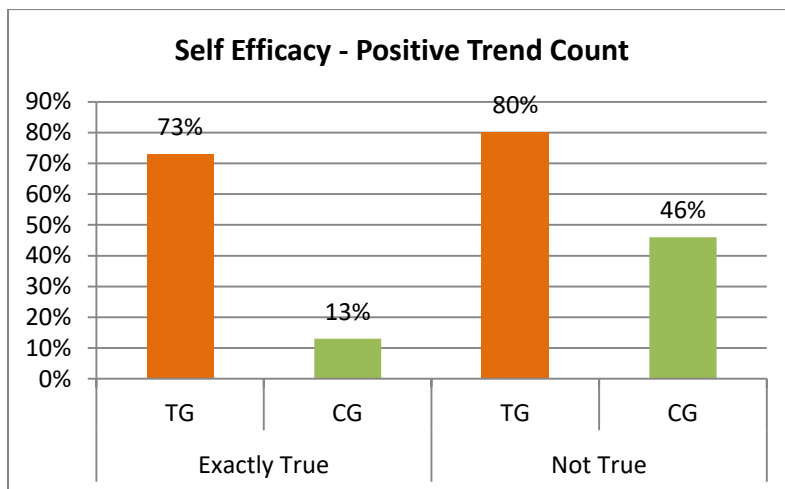


Figure 8: Self-efficacy positive trend count

For the Treatment Group the range and direction of change towards increased self-efficacy was quite clear. For instance, under the response category ‘not true’ the positive trend count was 80%, while the same category for the Control Group showed a positive count of 46%. Similarly, at the other extreme, the trend count under the response category ‘exactly true,’ showed a positive change of 73% for the Treatment Group and only 13% for the Control Group. The direction and amount of change for the Treatment Group was fairly high and consistent while that of the Control was not, strongly indicating that it was the provision of life skills training that had made the difference.

- d) **Optimism:** This cluster of questions was meant to assess students optimism and included ten statements such as ‘It’s easy for me to relax,’ ‘I am always positive about my future’ and ‘I do not get upset too easily.’ Students were asked to respond to each statement under a response continuum that ranged from ‘strongly disagree,’ at one end to ‘strongly agree’ at the other. 80% of the Treatment Group showed a positive trend count under the response extreme ‘strongly disagree’ while only 30% of the Control Group did. On the other end, ‘strongly agree,’ 40% of the Treatment Group showed a positive trend and an equal 40% in the Control Group (see below).

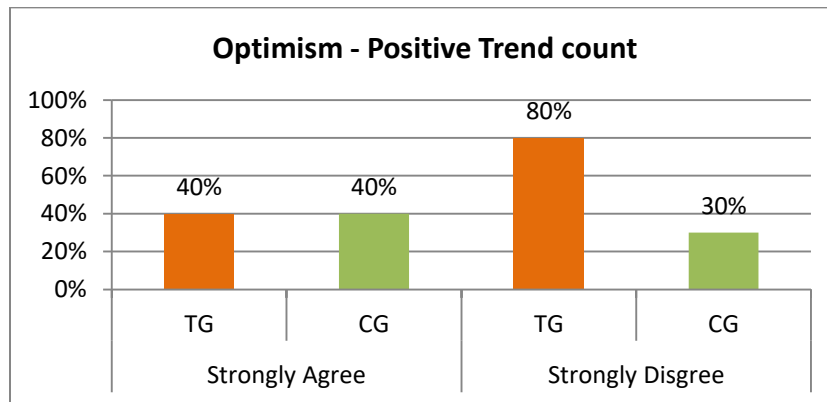


Figure 9: Optimism positive trend count

While the impact of the life skills training was not as marked in affecting the students’ optimism as it was with other variables, the results show a clear difference between the Treatment and Control Groups, with the averaged total positive change being 55% for Treatment Group against 40% for the Control respectively, as shown below.

Table 4: Optimism: Baseline to Impact Treatment and Control Groups positive trend comparison

OPTIMISM			
Response	Strongly Disagree	Strongly Agree	Averaged Total
Change (as Measured From):	Baseline to Impact	Baseline to Impact	
Positive Trend Count (Treatment Group)	8/10 (80%)	3/10 (30%)	55%
Positive Trend Count (Control Group)	4/10 (40%)	4/10 (40%)	40%

e) **Relationship with the school, other students and teachers:** This cluster had five questions that were meant to assess changes in students' relationship and feelings about their teachers, their school and their peers. They were asked to respond to statements such as *'I feel comfortable in this school,'* and *'I like working with other students in group sessions,'* by selecting responses that ranged from *'never'* to *'almost always.'* As shown below, 17% of the Treatment Group showed a positive trend, from baseline to impact, at the *'never'* response extreme. The same result was obtained for the Control Group with 17% showing a positive trend. This is the only cluster result where no change was seen between the two groups and where the low proportion was more reflective of Control Group behaviour change than Treatment Group. The fact that the change observed after life skills training was no greater for the Treatment Group than for the Control Group may be grounds for further enquiry. However, anecdotal evidence from the CAP YEI experience could offer a partial explanation. It has been observed that the high level of self-confidence among CAP YEI alumni sometimes leads to dissatisfaction with entry-level work conditions and a strong desire to reach for something better – as seen from a job transition rate that is often higher than normal. Since most of the students assessed in this research have not yet secured workplace engagement, we believe the same post-training attitude could be manifesting as dissatisfaction with their institution. The trend count at the other extreme, however, was 83% for the Treatment Group against 33% for the Control Group, reflecting the same pattern observed in all other clusters.

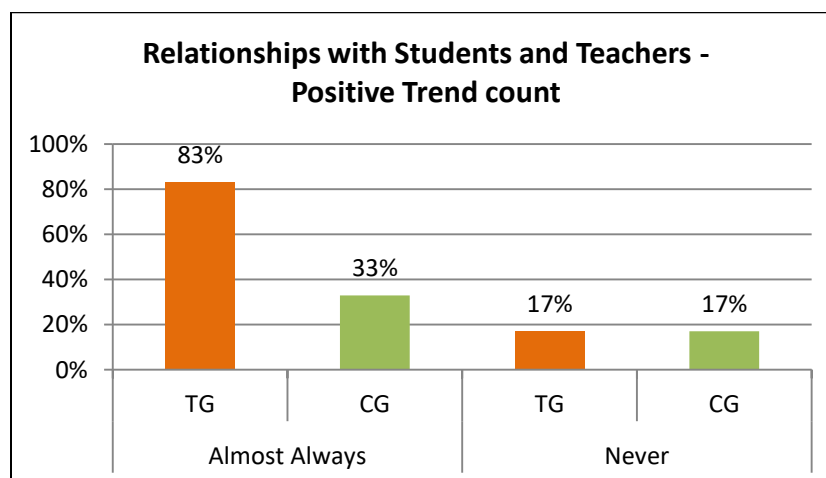


Figure 10: Relationship with students and teachers positive trend count

f) **Teamwork:** This cluster assessed respondents' views about teamwork. They were asked to respond to declarative statements that assessed their behaviour relating to such variables as conflict resolution, leadership, communication and initiative by indicating how *'often'* or *'rarely'* they exhibited such behaviour. Some of the question statements included *I am the peace keeper among my friends,* or *I usually lead and coordinate the team effort.* The positive trend count for the Treatment Group was 90% at one response extreme (*rarely*) and only 10% at the same extreme for the Control Group. At the other response extreme (*always*) the positive trend count for the Treatment and Control Groups was 50% and 30% respectively. This again showed a clear

difference between the Treatment and Control Groups in keeping with most of the other question clusters.

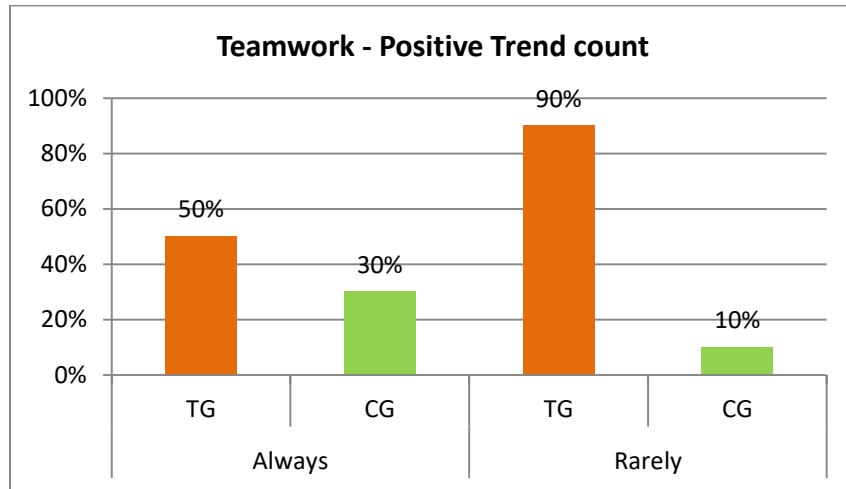


Figure 11: Teamwork positive trend count

g) **Negotiation Skills:** This cluster of questions was meant to assess the respondents' negotiation skills. Several questions were asked to test their creativity, patience, compromise levels, persuasiveness, and resilience, among other attributes. Respondents were asked to respond to questions across the continuum of intensity options *exactly like me*, *a lot like me*, *somewhat like me*, *a little like me* and *not at all like me*. The Treatment Group showed a consistent trend towards positive change in this cluster as shown below. 63% of the Treatment Group's responses at both extremes, '*exactly like me*' and '*not at all like me*,' were in a positive direction while only 31% in the Control Group's responses were in a positive direction. This shows that the administration of the life skills training had a predictably higher measurable impact on the positive behaviour of youth who were trained than on those who were not trained.

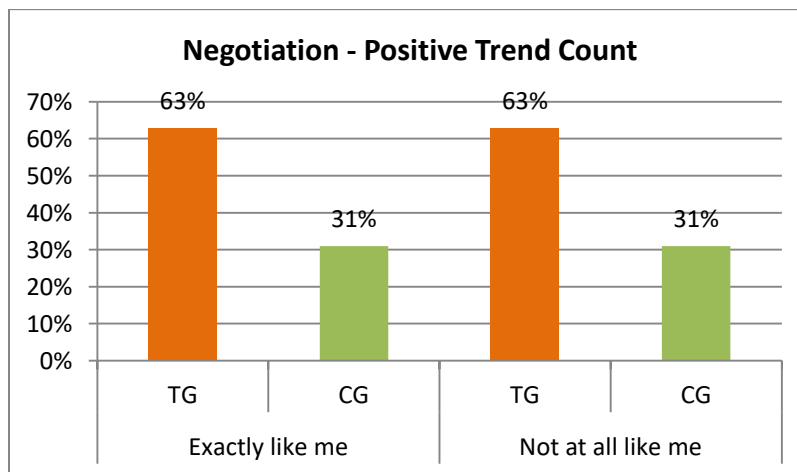


Figure 12: Negotiation positive trend count

- h) **Perceptions on TVET:** The questions in this cluster were meant to assess the students' perceptions on TVET. This included eliciting their views on vocational training, TVET jobs, and whether TVET was inferior to other kinds of education. Respondents were also questioned regarding their thoughts about gender and TVET. The responses ranged on a continuum from 'strongly disagree' to 'strongly agree.' The observed change reflected a similar pattern to the other clusters. The Treatment Group showed an increase in positive behaviour of 68% under 'strongly disagree' and 82% under 'strongly agree' from baseline to impact. For the Control Group, the respective proportions were 18% and 32% respectively (see TVET perception positive trend count figure below).

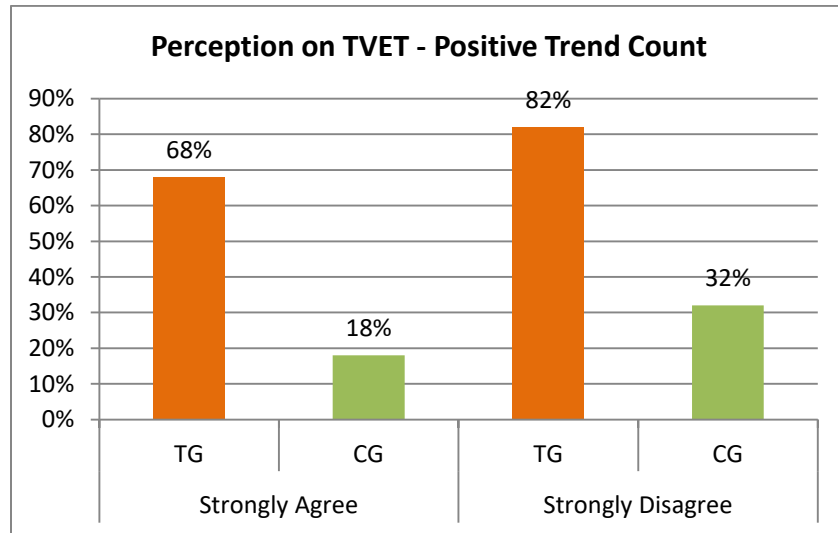


Figure 13: Perception on TVET positive trend count

- i) **Work Ethics:** This cluster attempted to assess how the students would respond to different ethical situations at work. These work situations were of course hypothetical, as none of the students were yet placed in a work environment. Nevertheless, the questions painted fairly common ethical dilemmas that youth could identify with or may even have faced. For instance, students were asked to respond to the statement 'Sometimes I do not tell the truth,' or 'I would report an employee if I caught him stealing,' or the self-referential moral dilemma, 'I would falsify a work report knowing that I could get away with it, even if this implicates another employee.' The results were fairly consistent with the other question clusters. For the Treatment Group 71% and 100% of respondents demonstrated a positive change trend, while the proportion for the Control Group was 29% and 43% respectively. Again this indicated that life skills had a distinct and positive impact on the changes in youth responses.

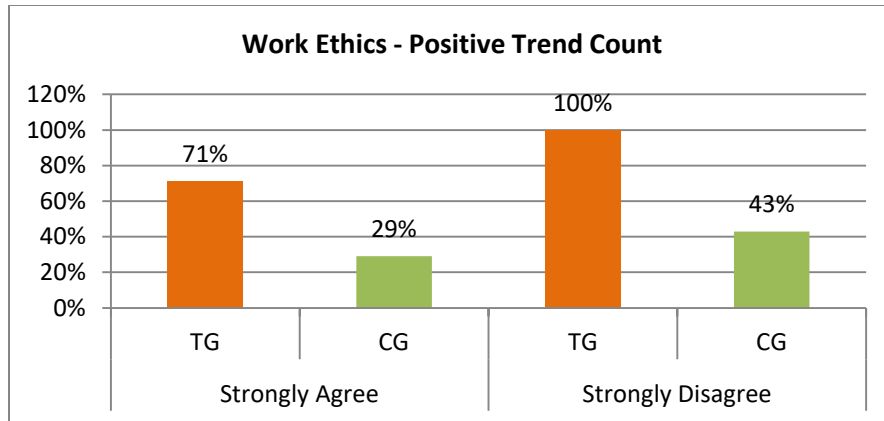


Figure 14: Work ethics positive trend count

## 4.2 Summary of behaviour, attitude and perceptions change responses

The responses to the nine question clusters that assessed different behaviour, attitudes and perception changes showed a pronounced trend towards positive change that could not be attributed to chance. The proportion of changes suggested by the Treatment Group data was much higher than that for the Control Group. This implies that life skills training generated a much higher and more active application of the concepts learned into real life behaviours, attitudes and perceptions. The only exception was the cluster assessing *'relationships with other students and teachers,'* where the proportion of positive change was a fairly low 17% for both the Treatment and Control Groups. Additionally, the pattern of results was broadly in the direction of positive change, especially when total change for each cluster is considered (see **Figure 15** below). These results clearly support the argument that **providing life skills not only leads to a much higher level of behaviour, attitudes and perception change in young people, it leads to changes that are largely positive.**

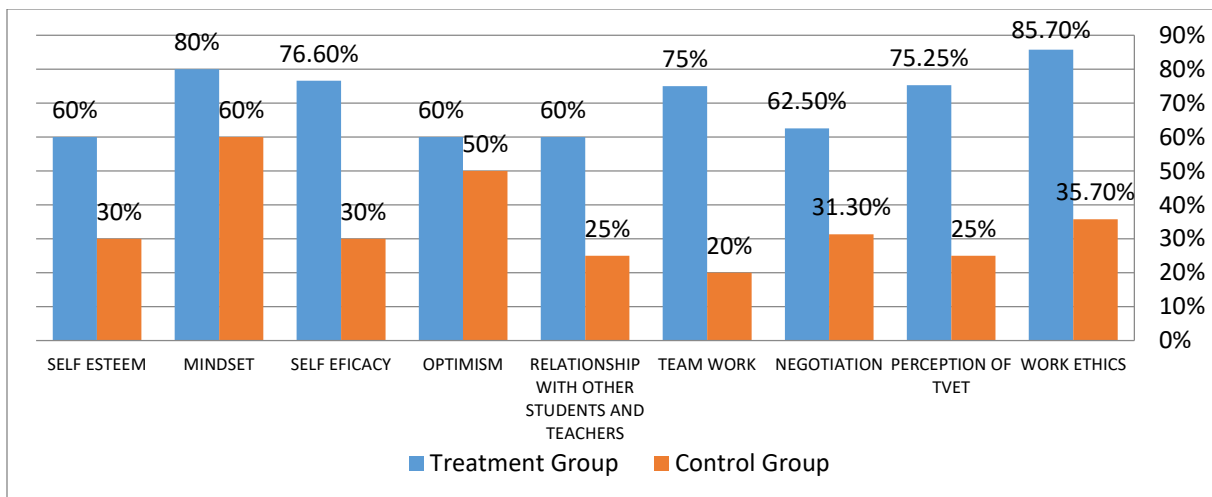


Figure 15: Nine-cluster positive trend count Treatment and Control Group comparison

j) **Students Future Plans:** The tenth cluster of questions was different from the first nine. It attempted to assess the respondents' plans after completing their courses, the reasons for their enrolment in the VTC, and what they had been doing before joining. They were asked to answer the following three multiple choice questions: 'What is your immediate plan after completing this level of TVET education,' 'What is your most important reason for enrolling in TVET' and 'What were you doing before you joined this institution you are in?' All the questions were analysed by Treatment versus Control Group as well as by time, from baseline to impact point (see Annex V: Trend Analysis). The results are summarized below. They are categorized by the students' responses regarding their future plans: 'to get a job,' 'to start a business after training,' or 'to go for further training.' The results reflect the same pathways broadly preferred by CAP YEI students. The researchers wanted to find out whether there was a significant difference.

Table 5: Students' future plans trend for TG and CG (comparison with CAP YEI)

Preference	Treatment group		Control group		CAP YEI
	Baseline	Impact	Baseline	Impact	
To get a job	22%	26%	21%	30%	75%
To start a business after training	32%	31%	25%	27%	8%
To go for further training	23%	20%	39%	24%	4%

**Treatment Group:** In the baseline survey 22% of the respondents said they wanted to get a job right away after they completed their training. This increased to 26% by the end of project assessment. Among this same group, 33% of the respondents said in the baseline that they wanted to start a business related to their training after they completed their training. This number declined slightly to 31% during the end of project assessment. In the baseline survey 23% of the respondents wanted to further their training in their current field of study. This number declined to 20% in the end of project assessment.

**Control Group:** In the baseline survey 21% of the respondents in the Control Group wanted to get a job right away after they completed their training. However, this number increased to 30% in the end of project assessment. In the baseline survey 25% of the respondents in this group wanted to start a business related to their training after they completed their training. This number increased slightly to 27% by the end of project assessment. In the baseline survey 39% of the respondents wanted to further their training in their current field of study. This number declined to 24% in the end of project assessment.

**Conclusion:** We hesitate to assign significance to these results as far as the impact of life skills is concerned. However, we note that the change assessed is lower than for any of the other cluster



groups. This could be a reflection of indecision that was not resolved by the training. The more interesting observation is how this differs from students in the regular CAP YEI training, where the preference for either of the three pathways is much more pronounced by the end of training. A lot of CAP YEI alumni elect to enter the workforce as employees, and many of them find these opportunities for themselves—an achievement they attribute to the self-confidence they gain from participating in the program, especially in the life skills training. One of the changes that CAP YEI has begun to observe however, is a convergence after some time, with an increasing number of youth practicing mixed livelihoods (employment and business) while at the same time pursuing opportunities for further learning (MasterCard Foundation, 2018).

### 4.3 Analysis of Responses by the Trainers

The primary focus of this research was to test the potential for introducing the CAP YEI life skills module into the Government TVET system. Besides this, the researchers also desired to find out the perspectives of TVET trainers regarding life skills training, as they would be critical to any scaled roll out of such a program in future. Government policy makers will be important consumers of the findings of this research. Their interest will probably extend beyond the proof of the life skills module, to how this, or a similar version, could be best scaled up in the wider TVET system, should that be deemed necessary. Within the limitations of this study, it was felt that the best potential source of answers to this question would be the trainers.

A post-evaluation workshop was therefore organized for all trainers from the Treatment Group (the ones who delivered life skills training) after the final data gathering had been completed. During this workshop, the trainers were invited to share their experiences and thoughts, both through an unstructured discussion format and through a structured questionnaire. Trainers were asked to give their views on the benefits of the life skills program to their students, as well as to themselves, and the major challenges they encountered during module delivery. They were also asked to share their thoughts on the best way forward. A summary of these responses is provided below in **Table 6**.

Ten trainers took part in this survey; nine of them face to face and one indirectly. Of these, 30% were female and 60% were male, while 1 of the participants wished not to disclose their demographic characteristics. The trainers represented a variety of areas of technical specialization, including automotive, fashion and design, building construction, electrical and food processing. Their academic qualifications were certificate level (40%), diploma (40%), and bachelor's degree (10%). Their years of experience ranged widely: 0 to 5 years (30%), 6 to 10 years (50%), and above 20 years (20%). For the Trainers' Questionnaire see **Annex VI**, and for a review of their responses see **Annex VII**.

- i. **The trainers were asked to evaluate the work of the students in relation to their receptiveness to the life skills curriculum and the activities involved in its delivery.** A large majority rated the students positively with a range from a minimum of 20% to a maximum of 60% saying it was either 'very good' or 'good,' as shown in the table below.

Table 6: Trainers' assessment of students' responsiveness to the life skills curriculum

	Very Good	Good	Average	Poor	Very Poor
Self-study and preparation before each session	30%	60%	10%	0	0
Teamwork during group sessions	50%	50%	0	0	0
Enthusiasm about the course content	20%	60%	10%	0	0
Participants paying attention during class and asking relevant questions	50%	40%	10%	0	0
Participants providing answers to questions asked by you	60%	20%	20%	0	0

- ii. **The trainers were asked to evaluate the project implementation methods and the curriculum in terms of information availability, time allocated and practicability.** 90% of the trainers felt they were well informed about the project objectives and curriculum content, and 100% felt the curriculum was practical oriented. However, 40% of the trainers felt they needed more time to implement the curriculum.

Table 7: Trainers' perspectives on the project's implementation

	Very Good	Good	Average	Poor	Very Poor
Information available before and during training about the project and curriculum content	50%	40%	10%	0	0
Practical-Orientation of the curriculum	60%	40%	0	0	0
Time available for life skills training	30%	30%	40%	0	0

- iii. **The trainers were asked to rate the CAP YEI training materials and resources.** 100% of the trainers rated the TOT and the life skills curriculum as 'very useful,' 90% of the trainers felt the life skills reference manual and the BEST/CBET reference manual were 'very useful,' 70% of the trainers felt the IYLDP was 'very useful,' while 30% found it 'somehow useful.' 60% of the trainers felt that the follow-up support was 'very useful.' These results are summarized in Table 8 below.

Table 8: Trainers' ratings of the CAP YEI training materials and resources

	Very useful	Somehow useful	Not useful at all
TOT training in life skills	100%	0	0
Life skills curriculum	100%	0	0
Life skills reference Manual	90%	10%	0
BEST/CBET reference manual	90%	10%	0
The IYLDP	70%	30%	0
Follow up support	60%	40%	0

- iv. **The trainers were asked which topics they liked best in the life skills curriculum and why.** 40% of trainers liked the 'self-awareness' topic best because they felt students easily identified with the topic, and because the topic moulded the way the students view themselves and appreciate who they are. 30% of the trainers liked the 'decision-making' topic best because the contents helped trainers and trainees to prioritize daily issues and to cope with challenging situations in the institution and in the family. 20% of the trainers liked the 'goal setting,' 'drug abuse,' 'attitude' and 'critical thinking' topics best.

**70% of the trainers did not find a topic they didn't like.** However, 10% of the trainers did not like the topic on '*empathy*' because of the language barrier involved; they had difficulty translating the course work to a language easily understood by the students. 10% did not like the topic on '*time management*' since they themselves found it challenging to manage their time. 10% did not like the fact that they lacked adequate teaching materials.

One conclusion from the above responses is that **trainers were generally positively disposed towards the life skills curriculum and felt that students responded in like manner.** The CAP YEI methodology and tools for delivering life skills were rated very highly by the trainers who used them, implying that these could be a good starting point for other stakeholders wishing to implement life skills as part of their skills provision efforts.

#### 4.3.1 Impact of life skills training on students

- i. The trainers were asked to rate the changes they saw in the students during and after the life skills training. They were given a summary of changes that CAP YEI has observed in their own students, and asked to rate their occurrence on scale of 1 to 5, with 5 being the highest and 1 the lowest. The results were quite revealing (see also **Table 9: Changes noted in students by trainers**, below):
- ii. On the scale of 4 and above, 90% of the trainers noted students' positive changes in self-awareness, problem management, awareness of strengths, awareness of potentials and

weaknesses, self-esteem and class participation. This validates the conclusions of the analysis of the students' behaviour, attitude and perception changes that was summarized earlier in **Figure 15**.

- iii. However, only 40% of the trainers noted positive changes of above and equal to a rating of 4 in effective money management. We attribute this to the fact that most VTC's do not offer financial literacy training, where this concept gets most reinforced, while CAP YEI does.

**Table 9: Changes noted in students by trainers**

	Scale rating	1	2	3	4	5
i	Improved the students' self-awareness	0	0	10%	40%	50%
ii	Led to better problem management	0	10%	0	60%	30%
iii	Improved relationships among students	0	0	20%	20%	60%
iv	Better decision making skills	0	0	20%	60%	20%
v	Increased awareness of their strengths, potentials & weaknesses	0	0	10%	40%	50%
vi	More effective money management	10%	10%	40%	20%	20%
vii	Improved self-esteem	0	0	10%	30%	60%
viii	Active participation in class	0	0	10%	20%	70%

#### 4.3.2 Impact of life skills on trainers

CAP YEI staff have observed that the delivery of life skills and the follow up activities tend to have a positive impact, not only on trainees, but on trainers as well. These impacts include the development of a positive relationship between trainers and students, which the latter say they value very much (Master Card, 2014). The trainers were asked to rate the changes they noted in themselves when delivering the CAP YEI life skills module on a scale of 1 to 5. A majority of trainers said they observed positive benefits to themselves on all counts as summarised in **Table 10**, below.

Table 10: Benefits of the life skills curriculum to trainers

Scale rating		1	2	3	4	5
i	Understood the students better	0	0	10%	30%	60%
ii	Employed participatory learning methods	0	0	0	30%	70%
iii	Improved instructor-student relationship	0	0	20%	20%	60%
iv	Reduced disciplinary issues among students	0	0	0	50%	40%
v	Learned and employed new facilitation tips	0	10%	0	30%	60%
vi	Applied some of the lessons I taught to my own life	0	0	10%	20%	70%
vii	Utilized games/Icebreakers/energizers	0	0	0	30%	70%
viii	Expanded my network of contacts	0	10%	10%	20%	60%

As shown in the table above, a majority of the trainers were able to utilize games, icebreakers and energizers well, to employ participatory learning methods, expand their own networks, and employ the life skills training both professionally and personally. This added benefit offers yet another reason why the introduction of life skills in the TVET system is important. Nevertheless, we should point out that these trainers received special training and support and worked under the rarefied environment of a research event, where they knew they were being observed. Whether such benefits would still obtain in the 'normal' environment in which TVET skills training takes place is a question that may require further enquiry. This could shed light on what expectations of impact and benefit would be reasonable were such a module to be taken to scale by any government.

#### 4.3.3. The best strategy for delivering life skills

The researchers had identified two broad approaches to delivering life skills: one, by using specialized trainers who teach only life skills; the other, by using non-specialized trainers who also train in other technical courses. CAP YEI favours the latter approach, as explained earlier, and this was the format used for carrying out this research. However, each approach may have its own benefits, and an ideal strategy to scale may even end up adopting a composite of the two. The researchers wanted to elicit the views of the trainers with respect to these two approaches. The trainers were therefore asked the following question: *Which of the following approaches is best for delivering life skills?* An overwhelming

majority (80%) preferred the second (non-specialized or CAP YEI) approach as shown below. The reasons they gave were fairly similar to the benefits that CAP YEI has observed in its own programing:

Table 11: Trainers' preference for delivery of life skills: specialized or non-specialized trainer

	Approach	Reasons
1	<b>Specialised trainers:</b> Have trainers specialised in life skills ONLY to deliver the life skills training	20% of the trainers felt that a specialised trainer would best deliver the life skills curriculum since the technical trainers did not have the time to train on life skills.
2	<b>Non-specialised trainers:</b> Have trainers specialised in OTHER technical and vocational courses deliver the life skills training	80% of the trainers felt that a technical course trainer would best deliver the life skills curriculum because there would be greater interaction between the trainees and trainers. They also felt trainers can use life skills to develop their technical class work. It would improve their areas of specialisation and give them the opportunity to be role models to students.

#### 4.3.4. Support required to deliver life skills

The trainers were asked what kind of support they received from their VTCs to deliver the life skills module. They mentioned time allocation to do the life skills training, training rooms, teaching materials, advice and ICT support.

The trainers were then asked to state what additional support they would have liked from their institutions, from government, and from other stakeholders. The resources they said they would have liked included teaching materials, training workshops, internet, additional time for teaching life skills, infrastructure, funds, learning materials, and better pay.

An important conclusion here is that successful scale up of life skills in the TVET system will not happen in a vacuum, but will require significant and sustained investment in funds, skills, time and other resources. **It is the researchers' contention that, based on the results adduced from this survey, such an investment would be worthwhile.**

Notably, while 90% of the trainers said they received good support from their VTC management to deliver life skills, this is by no means guaranteed in a scale up environment, particularly in a stratified government TVET system, which often tends to favour using fiat rather than consultation as a means to get results. The engagement of VTC managers, administrators, parents and unions, all who have an important stake in TVET, is crucial.

Trainers also expressed concerns about the time it would take to roll out such a scale-up effort, noting that government-led efforts tend to take off very slowly. A public-private partnership approach may be a good way to go. Some trainers expressed the concern that because the VTC system enrolled a mix of students from primary and secondary levels, their capacities to understand and apply complex life skills

concepts differed. A differentiated curriculum is therefore necessary, and this should make provisions for delivering some of the teaching in local languages.

Finally, a majority of trainers, observing the extra effort required to deliver life skills properly, expressed the need to be adequately compensated for the extra work, especially if the non-specialised trainer approach that the majority favoured were to be adopted.

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Findings

The provision of life skills training results in greater and more positive behaviour, attitude and perception changes in students. These changes will very likely last over time and lead to better learning and employability outcomes such as increased retention and completion as well as more positive performance at work or in business. The delivery of life skills by trainers has an added benefit of improving relations between trainers and students, and enhancing classroom participation. The best way to deliver life skills is by using the same trainers who deliver other technical subjects, as this creates a good platform for building positive student-trainer relations and reinforcing critical concepts and behaviour changes. For best results, it is necessary to train trainers in both life skills content and the experiential methodologies of delivery.

### 5.2 Recommendations

#### 5.2.1 Policy Recommendations

- a) The roll-out of life skills in the government TVET system requires additional investments that policy makers should plan for, in terms of training of trainers, recognition and facilitation, materials and equipment and curriculum design.
- b) For life skills to be taken seriously, the subject should be made examinable and monitoring tools similar to the IYLDP should be introduced to enable measurement and reinforcement of the resulting behaviour and attitude change in the classroom.
- c) CAP YEI delivers life skills during a dedicated time block (induction) set aside for the purpose, and thereafter, continuous reinforcement during classroom training is provided. A similar approach should be considered for TVET institutions since many students could benefit from such an induction before selecting the courses to take.
- d) There is a need for governments to create national policies that will guide the development, delivery, resourcing and assessment of life skills in the education system. The researchers are convinced that such an investment would be worthwhile, considering the key influence of life skills on positive education, livelihoods and life outcomes.

#### 5.2.2 Recommendations for Further Research

- a) There is a need to replicate this research in other countries of the Sub-Saharan Africa region to validate the findings and conclusions made.
- b) The results of assessment of behaviour change, while very persuasive, were limited by time and the fact that the research could only assess the immediate changes after training. It is important



to follow up some of the respondents to confirm if indeed these changes were sustained, and whether they led to positive livelihood and life outcomes as well.

- c) The research did not address the important question of exactly what comprises 'life skills.' There are many options and definitions available. However, it is necessary to try to answer this question from an employer perspective by assessing what comprises desired behaviour, attitudes and perceptions by employers, and establishing the training interventions that could lead to them. This should ultimately form the core of any life skills curriculum offered in TVET institutions.
- d) The life skills module of CAP YEI is not offered in isolation but as part of an integrated model (BEST). It would be helpful to carry out this research over a longer period, for instance covering an entire TVET training cycle and with more elements of the BEST model included. This would enable assessment of longer term change outcomes. Such an exercise would also allow the effects of other elements of the BEST model (such as pre-training market scan, work readiness, employer engagement etc) on livelihood and life outcomes to be measured.

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## Annex 1: YouMatch Working Groups and Working Group 4 Members

**Working Group 1:** Ensuring the quality of applicants data and information

**Working Group 2:** Managing expectations of employers and job seekers

**Working Group 3:** Attracting employers to provide more job opportunities for youth

**Working Group 4:** Mainstreaming Life Skills and Career Guidance in TVET and Education

**Working Group 5:** Involving more companies in job shadowing to prepare young people for labour market entry

**Working Group 6:** Harmonizing data collection tools and mechanisms.

**Working Group 4** comprises of a unique mix of the following professionals and organizations from 4 different countries (Kenya, Ghana, Rwanda and Namibia):

1. Mr. Sebastian Deh- Technical Advisor, Ministry of Education, Ghana. (Working Group Speaker)
2. Dr. Kipkirui Langat- Director General, TVET Authority, Kenya (Working Group Co-Speaker)
3. Prof. Charles Ondieki- Chairman, TVET CDACC, Kenya
4. Mr. Ndung'u Kahihu- Executive Director CAP Youth Empowerment Institute, Kenya
5. Ms. Sharleen Muthoni- Research Consultant, CAP Youth Empowerment Institute, Kenya
6. Ms. Aline Umutoni- Career Advisor, Kigali Employment Service Center, Rwanda
7. Ms. Abena Acheampong- Country Director, World University Service of Canada, Ghana
8. Mr. Nicolus Limbo- *Manger Operations and Training Quality Assurance*, Community Skills Development Foundation (COSDEF), Namibia
9. Mr. Gordon Bamwine- Entrepreneurship Development & Career Guidance Officer, WDA, Rwanda

## Annex II: Sample IYLDP

**CAP YOUTH EMPOWERMENT INSTITUTE**  
**Individual Youth Learning Development Plan (IYLDP)**  
 COURSE: Industrial garment manufacturing. FIRST IYLDP Batch 8, Athi River

S.No	Name of Student	TIME MANAGEMENT				Average time management	INTER PERSONNEL SKILLS				Average interpersonal skills	COMMUNICATION						Average communication	MATURITY				
		(A)REGULAR	(B)PUNCTURLITY	(C)METTING DEAD LINES			(A)TEAM WORK	(B)AUTHORITY	(C)EXTERNAL PEOPLE FROM THE INDUSTRY	(D) SENSITIVITY		(A)PARTICIPATION	(B)LISTENING	(C)TALKING	(D)CONTENT	(E)COMPREHENSION	(F)BODY LANGUAGE		(A)DECISION MAKING	(B)FOCUS	(C)UNDER STANDING OF THE JOB MARKET	(D)HANDLING RESPONSIBILITY	(E)REPORTING
1	LO	2	1	1	1.3	2	1	2	2	1.8	2	2	1	1	2	1	1.5	1	2	1	2	2	
2	SW	1	1	1	1.0	1	2	1	1	1.3	1	2	1	1	1	1	1.2	1	1	1	2	2	
3	EK	1	1	1	1.0	1	1	2	2	1.5	2	1	1	2	2	2	1.7	1	1	2	1	1	
4	CM	1	2	2	1.7	2	1	2	2	1.8	1	2	2	2	2	2	1.8	2	2	1	1	1	
5	KKM	2	1	1	1.3	1	2	1	1	1.3	1	1	2	1	1	2	1.3	2	2	1	2	1	
6	RNK	1	2	1	1.3	1	1	1	2	1.3	1	2	1	2	1	1	1.3	1	1	2	2	2	
7	WMM	1	2	1	1.3	1	1	2	1	1.3	2	2	1	1	2	2	1.7	1	1	2	1	1	

8	FNM	2	1	2	<b>1.7</b>	2	2	2	2	<b>2.0</b>	2	1	1	2	1	1	<b>1.3</b>	2	2	1	1	1
9	AK	1	1	2	<b>1.3</b>	1	2	1	2	<b>1.5</b>	1	2	2	2	2	1	<b>1.7</b>	1	1	1	2	1
10	LMK	1	1	1	<b>1.0</b>	1	1	1	1	<b>1.0</b>	2	2	1	1	2	2	<b>1.7</b>	2	2	1	1	1
11	CMK	2	2	1	<b>1.7</b>	1	1	1	1	<b>1.0</b>	1	1	1	1	1	1	<b>1.0</b>	2	1	2	2	2
12	EK	1	2	1	<b>1.3</b>	2	2	2	2	<b>2.0</b>	1	2	1	2	1	1	<b>1.3</b>	2	2	1	1	2
13	FMK	2	2	1	<b>1.7</b>	2	2	1	1	<b>1.5</b>	2	1	2	2	2	1	<b>1.7</b>	1	2	1	2	2
14	EWN	1	2	2	<b>1.7</b>	1	2	1	1	<b>1.3</b>	1	1	2	1	2	2	<b>1.5</b>	2	2	2	1	2
15	JMN	2	1	2	<b>1.7</b>	1	1	2	1	<b>1.3</b>	1	2	1	1	1	2	<b>1.3</b>	2	1	2	2	1
16	AMG	<b>2</b>	1	1	<b>1.3</b>	1	2	1	2	<b>1.5</b>	1	2	1	2	1	1	<b>1.3</b>	1	1	1	2	2
17	SKM	1	1	1	<b>1.0</b>	2	1	1	1	<b>1.3</b>	2	1	2	1	1	2	<b>1.5</b>	1	2	2	1	2
18	BAN	1	2	2	<b>1.7</b>	2	1	2	1	<b>1.5</b>	2	2	2	1	2	1	<b>1.7</b>	2	1	1	1	1
19	SMM	1	1	1	<b>1.0</b>	1	2	1	1	<b>1.3</b>	1	1	1	1	2	1	<b>1.2</b>	2	1	2	1	2
20	HMM	1	2	1	<b>1.3</b>	1	2	2	2	<b>1.8</b>	1	1	1	2	1	1	<b>1.2</b>	2	1	1	2	1
21	EW	2	2	1	<b>1.7</b>	1	1	1	1	<b>1.0</b>	1	2	1	2	2	2	<b>1.7</b>	2	1	2	1	1
22	DM	1	1	2	<b>1.3</b>	2	1	1	1	<b>1.3</b>	2	1	2	1	1	2	<b>1.5</b>	1	2	1	2	2

23	FN	2	1	1	<b>1.3</b>	1	1	1	2	<b>1.3</b>	1	1	1	1	2	1	<b>1.2</b>	1	2	1	1	2
24	CBS	2	1	1	<b>1.3</b>	2	2	2	1	<b>1.8</b>	2	1	2	2	1	1	<b>1.5</b>	2	1	2	2	1
25	DO	1	2	1	<b>1.3</b>	2	1	1	1	<b>1.3</b>	1	2	1	2	1	1	<b>1.3</b>	1	2	2	1	1
26	LM	1	1		<b>1.4</b>	1	1	1	2	<b>1.25</b>	2	1	1	2	1	2	<b>1.5</b>	2	1	1	2	1

## Annex III: Training of Trainers Attendance List

Name	VTC Name
1. Sammy Mukayagi	Kengemi VTC
2. Wapata Joram	Magemo VTC
3. Kipkirui Ken Simotwo	Kilgoris VTC
4. Cyrus Mutinda	Migwani VTC
5. Andrew Chebii	Kiplabai VTC
6. Patience Maithya	Migwani VTC
7. Gabriel Chebet	Kiplabai VTC
8. Jared David Magembe	Kilgoris VTC
9. Juliana Wambui	CAP YEI Training Facilitator
10. Benson Macharia	CAP YEI Training Facilitator
11. Jacob Otieno	CAP YEI Training Facilitator
12. Esther Ndichu	CAP YEI Training Facilitator
13. Ngare Everlyne	CAP YEI Training Facilitator
14. Sharleen Muthoni	Research Consultant
15. Ndung'u Kahihu	Principal Investigator
16. Prof. Charles Ondieki	Principal Investigator



## Annex IV: Trainees' Questionnaire

**Dear Esteemed Participant,**

I would like to thank you for agreeing to participate in this research project that will explore the integration of Life Skills into the curriculum of the Government TVET system. The research is conducted by **CAP Youth Empowerment Institute (CAP YEI)** and **TVET Curriculum Development, Assessment and Certification Council (CDACC)**. The research is funded by GIZ "YouMatch" Program.

Your participation in this survey is voluntary. We would appreciate you taking the time to complete the following survey. It should take 25 minutes of your time. Your responses are voluntary and confidential.

If you have any questions or concerns, please call Sharleen Muthoni, the Research Consultant CAP YEI at +25472XXXXXX or [sharleen@capyei.org](mailto:sharleen@capyei.org).

We value your honest and detailed responses.

**Thank You.**

**Ndungu Kahihu**  
Executive Director, CAP YEI  
[ndungu@capyei.org](mailto:ndungu@capyei.org)  
**Prof. Charles Ondieki**  
Chairman, TVET CDACC  
[charlesondieki@gmail.com](mailto:charlesondieki@gmail.com)

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## Students' Questionnaire

Name: .....

Gender: .....

Age: .....

VTC Name: .....

Year of Study: .....

Course: .....

Mobile No. 1: .....

Mobile No.2: .....

Email: .....

County: .....

Level of education before training: STD 8..... Form 4..... College.....

### Instructions

- Read the item and **tick** your most appropriate response.
- Please note that there are no right or wrong answers. Be as honest as possible when answering the questions.
- The survey will take approximately 25 minutes to complete, but you may take more time if you need to.

### Question 1

#### Part A

Remark	Your Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. On the whole I am satisfied with myself				
2. At times I think I am no good at all				
3. I feel I have a number of good qualities				
4. I am able to do things as well as other people				
5. I feel I do not have much to be proud of				
6. I certainly feel useless at times				
7. I wish I could have more respect for myself				
8. All in all I am inclined to feel that I am a failure				

9. I take a positive attitude towards myself				
10. I am confident that I will attain my goals in life				

**Part B**

Remark	Your Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. To be honest, I do not think I can change how intelligent I am				
2. I have certain inborn talents, like sports or music, and I cannot do much to change those talents				
3. There are subjects I am naturally good at and others I am not				
4. There are subjects that I am naturally poor at and I don't think I could ever be good in				
5. Although I can learn new things, I cannot really change what my talents and abilities are				

**Part C**

Remark	Your Response			
	Not True	Hardly True	Moderately True	Exactly True
1. I can always manage to solve difficult problems if I try hard enough				
2. I make good use of my time				
3. I complete assignments on time				
4. I hesitate to set challenging goals for myself				
5. If someone opposes me, I can find the means and ways to get what I want				
6. It is easy for me to stick to my aims and accomplish my goals				
7. I am looking for something that makes my life meaningful				

8. I have a good sense of what makes my life meaningful				
9. I am confident that I can deal efficiently with unexpected events				
10. I know how to handle unforeseen situations				
11. I can solve most problems if I invest the necessary effort				
12. I can remain calm when facing difficulties				
13. When I am confronted with a problem, I can usually find several solutions				
14. If I am in trouble, I can usually think of a solution				
15. I can usually handle whatever comes my way				

**Part D**

Question	Your Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. When am not sure how things will turn out I usually expect the best				
2. It's easy for me to relax				
3. I am able to change most things that go wrong in my life				
4. I am always positive about my future				
5. I enjoy spending time with my friends a lot				
6. It is important for me to keep busy				
7. I hardly ever expect things to go my way				
8. I do not get upset too easily				
9. I do not expect good things to happen to me				
10. Overall, I expect more good things to happen to me than bad				

## Question 2

### Part A

Question	Your Response			
	Never	Not Often	Sometimes	Almost Always
1. I feel comfortable in this school				
2. Students feel comfortable in this school				
3. Students and teachers work well together at this school				
4. My teachers are interested in me as a person				
5. I like working with other students in the group sessions				
6. My teachers give me a high degree of assistance				

### Part B

Question	Your Response			
	Rarely	Sometimes	Frequently	Always
1. I am the peace keeper among my friends				
2. I suggest new ways of doing things				
3. I act as the note taker for the groups I am involved in				
4. I am willing to compromise my own view to obtain a group consensus				
5. I act as the representative/ spokesperson of the group				
6. I am more concerned with major issues than with details				
7. I try to keep harmonious relations between group members				
8. I ask others to take responsibility for particular tasks				
9. I usually lead and co-ordinate the team effort				

10. I listen carefully to what the other team members have to say and try to get the quiet members to contribute				
--	--	--	--	--

**Part C**

Question	Your Response				
	Exactly like me	A lot like me	Somewhat like me	A little like me	Not at all like me
1. I am an outgoing person					
2. When a situation requires a change of plan or strategy on the spot, I get frustrated					
3. I tend to go along with what everyone else wants					
4. I am a very patient person					
5. I will stop a friend in mid-sentence to interject my opinion if I disagree with a statement he/she is making					
6. I feel comfortable saying no to people					
7. I prefer to take my time when making a decision					
8. I tend to stick to solutions that I have used in the past, even if they have not always worked					
9. The solutions I used in the past will always solve my problems					
10. I rely only on what I know when I am making a business deal					
11. In general when I fail at something, I am very unhappy					
12. I think "outside the box"					
13. When faced with a problem, I try to look at it from different angles in order to come up with the best solutions					
14. I use the same negotiation strategy with					

students, trainers and institution staff, even if it is not always effective					
15. Selling an idea to others is easy for me					
16. I easily build conversation					
17. I actively seek internship opportunities					

### Question 3

#### Part A

Question	Your Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I do not like jobs that make hands dirty				
2. For me VTC training is attractive				
3. In my view, technical and vocational careers are boring				
4. I prefer VTC training to academic subjects				
5. I perform very well in my VTC training				
6. I believe that VTC training is as useful as university academic subjects				
7. I feel safe in studying technical and vocational courses				
8. I do not feel confident for studying technical and vocational courses				
9. I feel inferior for taking VTC courses				
10. I do not like to be called a 'Technician'				
11. Technical and vocational jobs are difficult				
12. In my understanding, VTC training is designed for people with low education				
13. I like my current course of study				
14. I would like to advice others to join VTC training				
15. Studying technical and vocational education is a waste for me				

16. I expect to make good income when I finish my training				
17. I dislike VTC training because it will be difficult for me to get a job after I complete my training				
18. I believe that VTC training prepares me to competitively secure a job				
19. I believe that VTC training will make me successful in life				
20. I plan to train in a VTC until I find another better opportunity				
21. In my view, girls can also pursue VTC training as boys				
22. I believe VTC training is as difficult for boys as it is for girls				
23. In my view, since VTC training is difficult for girls, they should avoid it				

**Part B**

**For every question below please circle the statements that apply to you:**

1. What is your immediate plan after completing this level of TVET training?
  - a) Get a job right away
  - b) Further my training in the current field of study
  - c) Further my education through the University academic path
  - d) Start a business related to my training
  - e) Start a business not related to my training
  - f) Get married and stay at home
  - g) Not decided
  - h) Other, please explain.....
2. What is your most important reason for enrolling in a VTC training?
  - a) I have a high interest in the area
  - b) I thought it would help me get a good job after training
  - c) I achieved a low score in my secondary school KCSE exam
  - d) I am a school drop out
  - e) I thought the course would have further training opportunity
  - f) A friend recommended it to me
  - g) Parents recommended it to me
  - h) Others, please explain.....
3. In the past have you enrolled in another training?
  - a) Yes
  - b) No



4. If yes, did you complete the course?
  - a) Yes
  - b) No
5. Have you ever been employed?
  - a) Yes
  - b) No
6. If yes, are you still working in the same job?
  - a) Yes
  - b) No
7. If answer No.6 is NO, why did you leave the job?

.....

**Question 4**

Question	Your Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Sometimes I do not tell the truth about myself and my abilities in an interview				
2. I will report a colleague that is abusing drugs				
3. I will report myself if I destroy an office equipment accidentally				
4. I will report an employee if I caught him/her stealing				
5. To avoid severe consequences of not delivering at work, I would lie in my work reports to ensure I retain my job				
6. I would report colleagues if I caught them lying in their work reports				
7. I would falsify a work report knowing I would get away with it even if this implicates another employee				

**Comments**


## Annex V: Trend Analysis

**KEY:** TREATMENT GROUP (TG): Kilgoris, Kangemi, Kiplabai, Magemo, Migwani (n=425)

CONTROL GROUP (CG): Nduluku, Mkongani, Sero, Eiden (n=399)

BLN – Baseline; IMP – Impact; +VE – Positive trend; -VE – Negative trend

	Question (CLUSTER)	TREATMENT GROUP						CONTROL GROUP					
		Strongly Disagree (%)			Strongly agree			Strongly Disagree		Strongly Agree			
		BLN	IMP	+V/- VE	BLN	IMP	+VE/- VE	BLN	CG	+VE/- VE	BLN	IMP	+VE/- VE
1	<b>SELEF ESTEEM</b>												
2	On the whole I am satisfied with myself	8	5.6	+	53.4	53.4	+	10.9	11.9	-	46	26.6	-
3	At times I think I am no good at all	32.4	28.6	-	15.1	16.8	-	26.2	28.8	+	18.1	35.6	-
4	I feel I have a number of good qualities	8	3.7	+	49.2	47.2	-	6.9	10.2	-	47.2	30.5	-
5	I am able to do things as well as other people	6.7	3.1	+	48.7	55.9	+	7.3	3.4	+	53.2	37.3	-
6	I feel I do not have much to be proud off	28.2	31.1	+	21.4	15.5	+	26.6	26.6	+	19.4	13.6	+
7	I certainly feel useless at times	39.1	36.6	-	18.5	13.7	+	46.8	35.0	-	13.7	13.6	+
8	I wish I could have more respect for myself	9.2	9.9	+	56.3	54.7	-	51.2	10.7	+	6.5	41.2	
9	All in all, I am inclined to feel that I am a failure	46.6	40.4	-	18.1	17.4	+	45.2	39.0	-	14	17.5	+
10	I take a positive attitude towards myself	13	10.6	+	51.7	48.4	-	10.1	15.3	-	38.3	34.5	-
11	I am confident that I will attain goals in life	4.6	1.9	+	73.9	70.9	-	2.8	4.5	-	67.7	56.5	-
	<b>POSITIVE TREND COUNT</b>			7/10			5/10	3/10		4/10			2/10

		TREATMENT GROUP						CONTROL GROUP					
		Strongly Disagree (%)			Strongly agree			Strongly Disagree			Strongly Disagree		
		BLN	IMP	+V/- VE	BLN	IMP	+VE/- VE	BLN	CG	+VE/- VE	BLN	IMP	+VE/- VE
<b>MINDSET</b>													
1	To be honest I do not think I can change how intelligent I am	23.9	27.3	<b>+3.4%</b>	33.2	32.9	<b>+0.3</b>	33.5	25.4	<b>-8.1</b>	19	23.7	<b>+4.7</b>
2	I have certain inborn talents, like sports or music and I cannot do much to change those talents	13.4	16.1	<b>-2.7%</b>	31.5	31.7	<b>-0.2</b>	17.3	19.2	<b>+1.9</b>	31.9	28.2	<b>+ 3.7</b>
3	There are subjects that I am naturally good at and others I am not	12.6	10.6	<b>+2%</b>	39.5	28.6	<b>+10.7</b>	10.1	7.5	<b>-2,6</b>	32.7	22.0	<b>-10.7</b>
4	There are subjects that am naturally poor at and I don't think I could ever be good in	30.7	28.0	<b>+2.7%</b>	22.7	18.6	<b>+4.1</b>	30.6	36.7	<b>+6.1</b>	14.1	17.5	<b>-3.4</b>
5	Although I can learn new things, I cannot really change what my talents and abilities are	20.2	20.5	<b>+0.3%</b>	40.3	32.3	<b>+8</b>	17.3	21.5	<b>+4.2</b>	34.3	30.5	<b>+3.8</b>
<b>POSITIVE TREND COUNT</b>				4/5			4/5			3/5			3/5

		TREATMENT GROUP						CONTROL GROUP					
		Not True			Exactly True			Not True			Exactly True		
		BLN	IMP	+V/- VE	BLN	IMP	+VE/- VE	BLN	IMP	+VE/- VE	BLN	IMP	+VE/- VE
<b>SELF EFFICACY</b>													
1	I can always manage to solve difficult problems if I try hard enough	5.5	4.3	<b>+</b>	5.6	7.3	<b>+</b>	64.3	65.8	<b>-</b>	58.5	58.2	<b>-</b>
2	I make good use of my time	6.3	1.2	<b>+</b>	2.8	3.4	<b>+</b>	62.6	65.8	<b>-</b>	71.4	67.2	<b>-</b>
3	I complete assignments on time	7.1	3.1	<b>+</b>	5.2	10.7	<b>+</b>	54.2	62.1	<b>-</b>	55.6	44.1	<b>-</b>

4	I hesitate to set challenging goals for myself	18.9	16.1	+	17.3	16.9	+	32.8	35.4	-	34.3	32.2	+
5	If someone opposes me, I can find means and ways to get what I want	10.9	8.7	+	17.3	17.5	+	55.5	50.3	+	37.9	33.3	-
6	It is easy for me to stick to my aims and accomplish my goals	9.2	8.1	+	8.9	12.4	+	61.3	65.2	-	50.0	52.5	+
7	I am looking for something that makes my life meaningful	5.5	6.2	+	5.6	4.5	-	73.9	70.8	+	66.9	65.5	-
8	I have a good sense of what makes my life meaningful	4.6	5.6	-	6.0	7.9	+	64.3	63.4	+	52.4	44.6	-
9	I am confident that I can deal efficiently with unexpected events	15.5	16.1	-	21.4	18.6	-	34	28	+	27.0	21.5	-
10	I know how to handle unforeseen situations	17.2	10.6	+	17.7	18.6	+	31.9	38.5	+	30.2	25.4	-
11	I can solve most problems if I invest the necessary effort	12.2	5.5	+	11.3	10.2	-	52.5	54.0	-	47.2	40.7	-
12	I can remain calm when facing difficulties	20.2	16.8	+	26.6	32.2	+	35.7	36.6	+	29.4	27.7	-
13	When I am confronted with a problem, I can usually find several solutions	4.2	3.7	+	6.9	15.8	+	52.1	68.4	-	48.0	42.9	-
14	If I am in trouble, I can usually think of solutions	6.3	3.1	+	9.3	9	-	61.8	64.0	-	54.0	49.2	-
15	I can usually handle whatever comes my way	14.3	41.3	-	16.9	19.2	+	49.6	49.1	+	39.9	36.2	-
	<b>POSITIVE TREND COUNT</b>			12/15			11/15			7/16			2/15

		TREATMENT GROUP						CONTROL GROUP					
		Strongly disagree			Strongly agree			Strongly disagree			Strongly agree		
OPTIMISM		BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE
1	When I am not sure how things will turn out, I usually expect the best	8.8	9.3	-	38.2	36.6	-	11.7	20.3	-	28.6	27.7	-

2	It is easy for me to relax	16.4	14.3	+	29.8	30.4	+	13.3	15.8	-	26.2	24.3	-
3	I am able to change most things that go wrong with my life	5.9	4.3	+	52.1	55.9	+	8.5	6.2	+	45.6	47.5	+
4	I am always positive about my future	7.6	9.3	-	62.2	62.1	-	11.7	14.1	-	38.3	37.3	-
5	I enjoy spending time with my friends a lot	13.9	9.9	+	34.5	26.1	-	8.5	15.3	-	31.5	25.4	-
6	It is important for me to keep busy	11.3	5.6	+	52.1	54.7	+	5.2	8.5	-	38.7	41.8	+
7	I hardly ever expect things to go my way	22.3	23.0	+	19.3	20.5	-	18.1	20.3	+	22.2	20.3	+
8	I do not get upset too easily	16	12.4	+	26.1	26.1	0	12.9	19.2	-	17.3	14.1	-
9	I do not expect good things to happen to me than bad	43.3	47.2	+	20.2	12.4	+	29.4	37.3	+	23.8	12.4	+
10	Overall I expect more good things to happen to me than bad	3.4	1.9	+	63	60.2	-	4.8	7.3	-	50.9	44.1	-
	<b>POSITIVE TREND COUNT</b>			8/10			4/10			3/10			4/10

	TREATMENT GROUP						CONTROL GROUP					
	Never			Almost always			Never			Almost always		
<b>RELATIONSHIP WITH OTHER STUDENTS AND TEACHERS</b>	BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE
I feel comfortable in this school	1.7	3.7	-	73.9	76.4	+	2.0	5.1	-	56.5	60.5	+
Students feel comfortable in this school	4.2	6.2	-	52.5	62.1	+	2.0	4	-	44.8	41.2	-
Students and teachers work well at this school	1.3	2.5	-	76.5	78.3	+	1.2	3.4	-	73.0	71.2	-
My teachers are interested in me as a person	3.4	4.3	-	64.3	66.5	+	5.2	7.3	-	58.1	56.5	-
I like working with other students in the group sessions	5.5	1.2	+	63.4	69.6	+	2.8	2.3	+	62.1	65.5	+
My teachers give me a high degree of assistance	5.9	7.5	-	71.4	65.8	-	7.7	9.0	-	54.4	48.0	-

POSITIVE TREND COUNT			1/6			5/6			1/6			2/6
	TREATMENT GROUP						CONTROL GROUP					
	Rarely			Always			Rarely			Always		
TEAMWORK	BLN	IMP	+VE/- VE	BLN	IMP	+VE/- VE	BLN	IMP	+VE/- VE	BLN	IMP	+VE/- VE
I am the peace keeper among my friends	8.4	8.1	+	53.4	53.4	+	9.3	9.6	-	41.1	37.9	-
I suggest new ways of doing things	4.6	3.1	+	43.7	42.9	-	6.0	10.7	-	39.5	31.1	-
I am the note taker for the groups I am involved in	16.0	13.0	+	31.5	29.0	-	13.3	16.9	-	26.2	21.5	-
I am willing to compromise my own views to obtain a group consensus	13.9	9.9	+	38.7	42.9	+	12.5	18.6	-	26.7	28.2	+
I act as the representative spokesperson of the group	13.4	6.8	+	32.4	37.9	+	16.9	17.5	-	23.4	25.4	+
I am more concerned with major issues than with details	16.8	23	+	30.3	23	-	23	19.8	+	26.6	20.9	-
I try to keep harmonious relations between group members	8.0	5.6	+	55.0	50.3	-	11.3	14.1	-	37.1	35.6	-
I ask others to take responsibility for particular tasks	11.3	9.9	+	44.5	40.4	-	12.2	13.6	-	43.1	29.0	-
I usually lead and coordinate the team effort	7.6	8.7	-	46.6	50.3	+	9.3	12.4	-	39.1	26.7	-
I listen carefully to what other team members have to say and try to get the quiet members to contribute	8.4	6.8	+	57.6	59.0	+	8.1	9.6	-	45.6	49.2	+
POSITIVE TREND COUNT			9/10			5/10			1/10			3/10
	TREATMENT GROUP						CONTROL GROUP					
	Exactly like me			Not at all like me			Exactly like me			Not at all like me		
NEGOTIATION	BLN	IMP	+VE/-	BLN	IMP	+VE/-	BLN	IMP	+VE/-	BLN	IMP	+VE/-

			VE			VE			VE			VE
I am an outgoing person	41.2	39.1	-	23.1	23.0	+	35.1	15.8	-	27.8	37.3	+
When a situation requires a change of plan or strategy on the spot I get frustrated	19.3	8.7	+	23.9	36	+	16.5	14.1	+	29.4	24.3	-
I tend to go along with what everyone else wants	27.7	18.0	+	26.1	42.9	+	18.5	19.8	-	30.6	22.6	-
I am a very patient person	56.3	47.2	-	9.7	13.7	-	45.6	44.6	-	15.3	15.1	+
I will stop a friend in mid-sentence to interject my opinion if I disagree with a statement he/she is making	28.6	18.0	+	30.3	39.1	+	18.1	24.3	-	33.9	23.7	-
I feel comfortable saying no to people	25.6	26.1	-	31.1	37.9	+	26.2	20.9	+	32.3	29.4	-
I prefer to take my time when making a decision	56.7	53.4	-	10.9	16.1	-	41.9	36.7	-	10.5	13	-
I tend to stick to solutions that I have used in the past, even if they have not always worked	25.6	18.6	+	27.7	36.0	+	23.9	24.9	-	25.4	19.8	-
The solutions that I have used in the past will always solve my problems	42	23.6	+	21	29.8	+	31.5	30.4	+	18.5	15.3	-
I rely only on what I know when I am making a business deal	39.9	30.4	+	17.6	23.6	+	35.9	30.5	+	18.1	14.1	-
In general when I fail at something, I am very unhappy	45	29.8	+	16	20.5	+	30.6	35	-	20.6	18.1	-
I think "outside the box"	42	37.9	-	21.4	26.1	-	22.6	23.7	+	33.1	26.6	+
When faced with a problem, I try to look at it from different angles in order to come up with the best solution	56.7	54.0	-	8.4	9.9	-	46.0	44.1	-	13.3	9.6	+
I use the same negotiation strategy with students, trainers and institution staff, even if it is not always effective	28.6	25.5	+	21.8	21.1	-	26.2	26.6	-	21.8	17.5	-
Selling an idea to others is easy for me	42	44.1	+	16.4	15.5	+	34.7	28.8	-	17.3	22.0	-
I actively seek internship opportunities	47.5	49.1	+	10.5	11.2	-	39.5	25.4	-	15.7	14.7	+
<b>POSITIVE TREND COUNT</b>			10/16			10/16			5/16			5/16

	TREATMENT GROUP						CONTROL GROUP					
	Strongly disagree			Strongly agree			Strongly disagree			Strongly agree		
PERCEPTION ON TVET	BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE	BLN	IMP	+VE/-VE
I do not like jobs that make hands dirty	52.1	49.1	-	13.4	15.5	-	54	48.6	-	11.3	18.1	-
For me VTC training is attractive	10.9	7.5	+	48.7	55.9	+	8.9	7.9	+	37.5	42.9	+
In my view technical and vocational career are boring	50.4	53.4	+	16.8	15.5	+	43.5	45.5	+	9.7	12.4	-
I prefer VTC training to academic subjects	9.7	3.7	+	51.2	48.4	-	6.5	5.6	+	32.3	40.7	+
I perform very well in my VTC training	6.7	4.3	+	57.6	61.5	+	6.5	3.4	+	50.0	48.0	-
I believe that VTC training is as useful as University academic subjects	6.3	9.3	-	54.6	62.1	+	7.7	7.3	+	41.1	44.6	+
I feel safe in studying technical and vocational courses	10.9	7.5	+	55	63.4	+	7.3	7.3	-	46.0	43.5	-
I do not feel confident for studying technical and vocational courses	47.1	54.0	+	12.2	9.9	+	41.5	38.4	-	12.9	14.7	-
I feel inferior for taking VTC courses	32.4	33.5	+	15.1	21.7	-	35.9	22.6	-	16.9	17.5	-
I do not like to be called a 'Technician'	48.7	50.9	+	15.1	19.3	-	47.6	39.0	-	10.9	18.6	-
Technical and vocational jobs are difficult	37.8	44.1	+	19.7	13.0	+	41.5	40.7	-	9.3	11.3	-
In my understanding, VTC training is designed for people with low education	42	49.1	+	18.9	13.7	+	46	40.1	-	14.1	17.5	-
I like my current course of study	8.4	6.8	+	57.1	62.1	+	6.5	5.1	+	49.2	45.8	-
I would like to advice others to join VTC training	14.7	8.7	+	53.8	54.7	+	10.5	15.8	-	46.9	44.6	-
Studying technical and vocational education is a waste of time	53.8	62.7	+	22.7	17.4	+	49.2	44.6	-	14.9	19.2	-
I expect to make a good income when I finish my training	15.5	6.2	+	60.9	66.5	+	7.3	13	-	59.3	49.2	-



I dislike TVC training because it will be difficult for me to get a job after I complete my training	46.2	46	-	24.4	17.4	+	44.0	40.1	-	17.3	19.8	-
I believe that VTC training prepares me to competitively secure a job	8.8	8.7	+	55.9	50.9	-	8.1	14.1	-	46.0	39.5	-
I believe VTC training will make me successful in life	9.2	3.1	+	65.4	62.1	-	4	8.5	-	55.2	47.5	-
I plan to train in VTC until I find another better opportunity	10.9	19.9	+	49.6	34.8	+	12.1	10.7	-	32.7	35.0	-
In my view, girls can also pursue VTC training as boys	18.5	9.9	+	48.3	49.7	+	15.3	15.3	-	37.1	33.3	-
I believe VTC training is as difficult for boys as it is for girls	42.4	46.6	-	18.1	15.5	-	44.8	42.4	+	12.1	13	+
In my view, since VTC training is difficult for girls, they should avoid it	52.5	54.7	+	17.2	11.8	+	49.6	46.9	-	9.7	16.9	-
<b>POSITIVE TREND COUNT</b>			18/22			15/22			7/22			4/22
	<b>TREATMENT GROUP</b>						<b>CONTROL GROUP</b>					
	<b>Strongly disagree</b>			<b>Strongly agree</b>			<b>Strongly disagree</b>			<b>Strongly agree</b>		
	<b>BLN</b>	<b>IMP</b>	<b>+VE/-VE</b>	<b>BLN</b>	<b>IMP</b>	<b>+VE/-VE</b>	<b>BLN</b>	<b>IMP</b>	<b>+VE/-VE</b>	<b>BLN</b>	<b>IMP</b>	<b>+VE/-VE</b>
<b>WORK ETHICS</b>												
Sometimes I do not tell the truth	32.4	36.6	+	16.4	20.5	-	25.8	24.3	-	15.7	13	+
I will report a colleague that is abusing drugs	18.9	15.5	+	37.8	40.6	+	23.0	19.8	+	26.6	20.9	-
I will report myself if I destroy office equipment accidentally	18.1	8.7	+	37.8	38.5	+	14.0	16.4	-	27.4	23.2	-
I will report an employee if I caught him stealing	17.2	10.6	+	44.5	42.9	-	11.7	14.1	-	39.1	28.8	-
To avoid severe consequences of not delivering at work, I would lie in my work reports to ensure I retain my job	31.5	31.1	+	24.4	25.5	+	25.8	28.8	-	21.8	16.9	-

I would report a colleague if I caught them lying in their work reports	15.5	6.8	+	32.4	39.8	+	12.5	9	+	27.4	25.4	-
I would falsify a work report knowing I could get away with it, even if this implicates another employee	37.4	36.0	+	20.6	22.4	+	27.0	19.2	+	17.7	20.3	+
<b>POSITIVE TREND COUNT</b>			7/7			5/7			3/7			2/7

## Annex VI: Trainers' Questionnaire

### Questionnaire for Trainers

*Thank you for taking part in the life skills research project. This questionnaire is meant to elicit your honest views, thoughts and ideas about the research, the life skills resources/materials and the plans for the future. This questionnaire is NOT meant to rate your competence. Please make honest comments to enable us improve.*

*You can leave out any self-identifying information if you wish*

Date:	
<i>Tell us a little about yourself</i>	
Your Name (optional):	
Gender (optional):	
Mobile Number (optional):	
Email Address (optional):	
What course do you teach?	
Highest level of education	
How many years have you been teaching?	
How many hours did it take you to deliver the Life Skills training?	
Name of your Institution (optional):	
County (optional):	

#### SECTION A

1. How would you evaluate the work of the students in relation to:

		Very Good	Good	Average	Poor
I.	Self-study and preparation before each session				
II.	Teamwork during group sessions.				
III.	Enthusiasm about the course content.				
IV.	Participants paying attention during class and asking relevant questions.				
V.	Participants providing answers to questions asked by you.				

2. Please rate the following items concerning the GIZ- CAPYEI project:

		Very Good	Good	Average	Poor
I.	Information available before and during training about the project and curriculum content.				
II.	Practical-Orientation of the curriculum.				
III.	Time available for life skills training.				

3. Please rate the following CAPYEI materials and resources

		Very useful	Somehow useful	Not useful at all
I	The TOT training in life			

	skills			
II	The Life skills curriculum			
III	The Life skills reference Manual			
IV	The BEST/CBET reference manual			
V	The IYLDP			
VI	The follow up support			

4. What parts did you like best about the life skills curriculum? (please say why)

5. What parts did you NOT like about the life skills curriculum? (please say why)

**SECTION B: Impact of life skills on students:**

*Which of the following changes did you note in the students during the Life Skills Training? Rate each change on the scale with 5 being the highest*

		1	2	3	4	5
1	Improved the students self-awareness					
2	Led to better problem management					
3	Improved relationships among students					
4	Better decision making skills					
5	Increased awareness of their strengths, potentials & weaknesses					
6	More effective money management					
7	Improved esteem					
8	Active participation in class					

**SECTION C: Impact of life skills on Trainers**

Which of the following changes did you note in the students during the Life Skills Training? Rate each of the statements on the scale with 5 being the highest

	From participating in this project, I was able to:	1	2	3	4	5
1	Understand the students better					
2	Employ participatory Learning Methods					
3	Observe better/improved instructor-student relationship					
4	Observe reduced disciplinary issues among students					
5	Learn and employ new facilitation tips					
6	Apply some of the lessons I taught to my own life					
7	Utilize games/Icebreakers/energizers					
8	Expand my network of contacts					
	Any other changes/observations? Please describe below					

**SECTION D**

A. In your opinion, what approach do you think is best in delivering Life Skills(circle one):

		Say why
1	Have trainers specialized in Life Skills ONLY to deliver the life skills training	
2	Have trainers specialized in other technical and vocational course deliver the life skills training	

B. During the Life Skills Training:

1. What kind of support did you get from your VTC management?

2. Is there any more support you would have wanted from your VTC management?

3. Is there any other support you would have wanted from:

		Describe in brief
1	County Government	
2	National Government	
3	TVETA/CDACC	
4	CAP YEI	
6	Others (please name): _____	

4. How did the VTC management view the life skills training and research project?

--

5. Did you encounter any problems with the VTC management?

Yes	No	
If yes, how did you go about solving them?		
	Problem	How it was solved
1		
2		
3		
Any Others?		

6. Please indicate below any additional questions, comments or concerns you may have.

--

## Annex VII: Trainers Review Report

<b>Event Name</b>	<u>The Treatment Group Trainers' Feedback/ Review meeting on the CAP YEI Life Skills Training Curriculum</u>
<b>Location</b>	CAP YEI Headquarters in Nairobi
<b>Date</b>	22 <sup>nd</sup> January 2018
<b>Report compiled by</b>	Sharleen Muthoni, Research Consultant
<b>Date Submitted</b>	30 <sup>th</sup> January 2018

### In Attendance

1. Mr. Andrew Chebii- St. Monica Kiplabai VTC
2. Mr. Gabriel K. Chebet- St. Monica Kiplabai VTC
3. Mr. Jared David Magembe- Kilgoris VTC
4. Mr. Kipkirui Ken Simotwo- Kilgoris VTC
5. Mr. Joram Wapata- Magemo VTC
6. Ms. Patience Rael Maithya- Migwani VTC
7. Ms. Susan Kamau- Kangemi VTC
8. Ms. Loice Kalunde- Kangemi VTC
9. Mr. Sammy Mukayagi- Kangemi VTC
10. Mr. Ndung'u Kahihu- CAP Youth Empowerment Institute
11. Prof. Charles Ondieki- TVET CDACC
12. Dr. Kipkirui Langat- TVET Authority
13. Mr. Sebastian Deh- YouMatch Advisor, Ghana
14. Mr. Dennis Gichobi- CAP Youth Empowerment Institute
15. Ms. Sharleen Muthoni- CAP Youth Empowerment Institute

### Absent with apologies

1. Mr. Cyrus Peter Mutinda- Migwani VTC

[Presentation 1: Policy Implications of the CAP YEI / GIZ 'YouMatch' Research Project in the Kenyan TVET sector- Dr. Kipkirui Langat, Director General, TVET Authority](#)

### Key Pillars of Education and Training in Kenya

Dr. Langat mentioned that other than South Africa, Kenya is leading in human resource development. There are three major reasons Kenya is implementing a dynamic human resource development plan.

1. Because of all the dynamism in the world of work and the growth of private sector that is constantly demanding skilled and talented employees.
2. Kenya is guided by global, regional and local agendas. Currently we are implementing the SDG call No. 4 & 8. In terms of getting relevant skills for youth in 8, they talk about life skills being an integral part of development. Youths are trained to ensure they benefit from the opportunities and in turn create a vibrant market.
3. Training youth is a constitutional requirement.

### Integration of education

The integration of education has provided for the physically and mentally challenged. The integration means; since in the everyday work in organizations the physically and mentally challenged work with the rest, there will be an

integration phrase in training. This is also supported by the fact that the physically and mentally challenge tend to hide and some do not go to school and later have adjustment challenges when they are integrated with the rest at the work place.

#### Q & A Session

**Qn 1:** *why are there capacity challenges in VTCs if the government is prioritizing TVET in Kenya?*

**Ans 1:** Since TVET at the VTC level is devolved, grants for VTC development is given to the county governments, currently worth approximately 3 Billion. It was noted that the county governments have not utilized the grants. The grants are to be used for infrastructure development, institutional capacity development and more affordable services to the trainees. There is plan to inform the county CECs about the Kenya TVET plan to ensure they are guided as the use the grants.

**Qn 2:** *Currently VTC are implementing the NVCET curriculum and taking the NITA exams. How do we merge the NVCET and CDACC curriculum?*

**Ans 2:** The policy of the Qualification framework will be gazette in two weeks and it will guide the training providers. There will also be public sensitization on the same.

**Qn 3:** *The NVCET curriculum requires a lot of funds for training materials. In addition the NVCET and CAP YEI/CDACC curriculum and training durations do not match.*

**Ans 3:** There is a review of the entire curriculum. New instructions and curriculum will be forwarded to training providers.

**Qn 4:** *It is said that in every ward the government will build a VTC yet the existing ones are in bad conditions and do not receive funds and other resources to support them.*

**Ans 4:** This matter will be looked into. There are counties where there is a big problem when it comes to support of VTCs. With the guidance TVETA will give, the county governments will learn on better management of the VTCs. The council of governors will be educated on the minimum requirements (trainers, equipment and conditions) each VTC should have.

#### Presentation 2: Implications of the implementation of the Research Recommendations- Life Skills Curriculum roll-out (County and National levels)- Prof. Charles Ondieki, Chairman, TVET CDACC

CDACC is responsible for the development and implementation of competency based curriculum. CDACC is responsible for:

- Developing CBET curriculum
- Developing assessment tools
- Assessment supervision

CDACC is to look at a very specific, theoretical and practical curriculum. After assessment, students are either competent or not competent. Students are allowed to re-sit for an assessment until they are competent.

Under CDACC, training is modularized and after a student is assessed and found competent, they are awarded certificates of competencies. In addition, after a student attempts an exam, the results are immediate.

CDACC has developed over 40 curricula and 36 are already approved. The curricula are from level 1 to 6. They have all incorporated life skills.

Very little research has been done to gauge the effects of life skills and its contribution to employability. This is why CAP YEI and CDACC decided to start the process of integration the life skills in the curriculum by doing a research on the topic.

#### Q & A Session

**Qn 1:** *How will the assessment be done?*



**Ans 2:** There will be two verifiers/assessors. Internal verifiers are trainers of the institution who administer exams and the external verifiers are CDACC agents who will visit TVET institutions to ascertain the assessment is meeting the required standards or assess the students themselves. There will also be assessment centres spread all over the country. The centres maybe government institutions, private sector companies or any place that has the right equipment and environment for assessment. If a student is found competent, they are awarded a certificate by CDACC.

**Qn 2:** *having a goal of employability, who should assess the students?*

**Ans 2:** Depending on what is being assessed, CDACC will accredit institutions or industry that can do assessments. CDACC is also about to accredit the human resource to support assessment.

### Presentation 3: Ghana Case on Life Skills in TVET Sector- Mr. Sebastian Deh, Ghana, Speaker, YouMatch Group 4

Ghana is at a point where they are looking at attitudes of trainees and graduates. Ghana is not looking at brilliance in people but looking at a graduate's attitude. Then further shape the person through more technical and life skills training.

When life skills was introduced in Ghana, trainers were not trained and each person had their own standards when it came to demonstration that a trainee had life skills. In Ghana, life skills and entrepreneurship are now treated as core competencies.

Sebastian mentioned that there is a program that ensured everyone wanting to get an education had access. They introduced evening classes for herders and pastoralists. This was an innovative way to ensure more people have access to education and training.

### Q & A Session

**Qn 1:** *What are some of the tips that you would give to ensure a smooth roll-out of the life skills curriculum?*

**Ans 1:** The most important thing is to ensure that all the trainers are trained to deliver the life skills curriculum. There may be a negative uptake especially for the trainers doing STEM subjects but all trainers need to be trained in life skills. Secondly, resources need to be availed to those who are training life skills.

**Qn 2:** *How did you entice the herders/pastoralists to enroll for training?*

**Ans 2:** By using the people they know. By using the local community that can easily identify them. Also by giving the students a chance to teach others, they feel motivated to work hard in school.

### Trainers' feedback session

The trainers' feedback meeting was conducted to investigate and capture the trainers' experience in implementing the CAP YEI / CDACC life skills curriculum. It was also used to increase the validity of the trainees' research findings.

### Methodology

The following two methods were used:

- A. **Administration of questionnaires-** This was administered immediately they arrived for the meeting. This was to capture unbiased and un-discussed opinions of the trainers. This also provided the trainers a platform where they could express themselves anonymously, without fear of judgment.
- B. **Focus group discussions-** Since all participants shared similar characteristics and common interests, this qualitative method was used to get more in-depth information on their perceptions, attitudes and experiences towards the project and the CAP YEI / CDACC life skills content and delivery methods. It was also our interest to see how the trainers were using the new knowledge in their work, what they believe the benefits of the trainings are and what insights they have about how the training could be improved.

### The administration of the Questionnaires- Facilitator, Mr. Dennis Gichobi, CAP YEI

The feedback questionnaire was administered and the trainers took 45 minutes to complete the questionnaire. This exercise was done before any other presentation. This was to ensure the trainers' opinions were not biased.

10 trainers from 5 institutions that were all part of the Treatment Group participated.

## Findings

### A. Demographic information

#### Gender

There were 30% females and 60% were males. 10% of the participants wished not to disclose their demographic characteristics.

#### i. Trainers' area of specialization

Area of specialization	%
Automotive	30
Building and Construction	20
Fashion and Design	20
Electrical	10
Food processing technology	10
Undisclosed	10
	100

#### Pointers

- 40% of the participants were STEM trainers, which was the largest proportion.

#### ii. Trainers' level of education

Level of Education	%
Bachelor's Degree	10
Diploma	40
Certificate	40
Undisclosed	10
	100

#### Pointers

- 40% of the participants had a certificate as their highest level of education yet they are teaching trainees who would get a certificate upon completion.
- Only 10% of the participants had a degree as their highest level of education.

#### iii. Trainers' years of training experience

Years of experience	%
---------------------	---

0 – 5 yrs	30
6 – 20 yrs	50
Above 20	20
	100

Pointers

- 70% of the trainers had more than 6 years of experience.

**B. Trainers' perception towards the general CAP YEI / CDACC TVET life skills curriculum and the CAP YEI / GIZ YouMatch Project**

**i. Hours used to deliver the CAP YEI Life skills curriculum**

Hours	%
24 hrs	40
40 hrs	30
168 hrs	10
200	10
Undisclosed	10
	100

Pointers

- There was a large difference between the number of hours each institution dedicated to the life skills training. The difference between the lowest and the highest is 176 hrs.

**ii. The trainers were asked to evaluate the work of the students in relation to their receptiveness to the life skills curriculum and the activities involved in the curriculum.**

		Very Good	Good	Average	Poor	Very Poor	No response
VI.	Self-study and preparation before each session	30%	60%	10%	0	0	0
VII.	Teamwork during group sessions.	50%	50%	0	0	0	0
VIII.	Enthusiasm about the course content.	20%	60%	10%	0	0	10%
IX.	Participants paying attention during class and asking relevant questions.	50%	40%	10%	0	0	0
X.	Participants providing answers to questions asked by you.	60%	20%	20%	0	0	0

Pointers

- At least 90% of the trainers felt that students received the life skills curriculum well and they were very responsive to the curriculum in terms of preparation, teamwork and participation.

**iii. The trainers were asked to evaluate the project implementation methods and the curriculum in terms of information availability, time allocated and practicability.**

		Very Good	Good	Average	Poor	Very Poor
IV.	Information available before and during training about the project and curriculum content.	50%	40%	10%	0	0
V.	Practical-Orientation of the curriculum.	60%	40%	0	0	0
VI.	Time available for life skills training.	30%	30%	40%	0	0

Pointers

- 90% of the trainers felt they were well informed about the project objectives and curriculum content
- 100% felt the curriculum was practical oriented
- 40% of the trainers felt they needed more time allocation to implement the curriculum

**iv. The trainers were asked to rate the CAP YEI training materials and resources.**

		Very useful	Somehow useful	Not useful at all
1	The TOT training in life skills	100%	0	0
2	The Life skills curriculum	100%	0	0
3	The Life skills reference Manual	90%	10%	0
4	The BEST/CBET reference manual	90%	10%	0
5	The IYLDP	70%	30%	0
6	The follow up support	60%	40%	0

Pointers

- 100% of the trainers rated the TOT and the life skills curriculum as very useful
- 90% of the trainers felt the life skills reference manual and the BEST/CBET reference manual were very useful.
- 70% of the trainers felt the IYLDP was very useful while 30% found it somehow useful.
- 60% of the trainers felt that the follow-up support was very useful.

**v. The trainers were asked which topics they liked best in the life skills curriculum and why.**

4 trainers liked 'self-awareness' best because students easily identified with the topic and because this topic molded the students way of looking at themselves and appreciating who they are.

3 trainers liked 'decision making' best because the content helped trainers and trainees to prioritize daily issues and to cope with challenging situations in the institution and in the family.

2 trainers liked the topics 'goal setting' best, 2 liked 'drug abuse,' and 2 liked 'attitude and critical thinking.'

- vi. **70% of the trainers did not find a topic they didn't like.** However, 10% of the trainers did not like the topic on 'empathy' because of the language barrier involved in translating the course work to a language best understood by the trainees. 10% did not like the topic on 'time management' since they themselves found it challenging to manage their time. 10% did not like the fact that they lacked materials.

**C. Impact of life skills on students**

- iv. **The trainers were asked to rate the changes they saw in the students in regards to the following parameters**

		1	2	3	4	5
1	Improved the students' self-awareness	0	0	10%	40%	50%
2	Led to better problem management	0	10%	0	60%	30%
3	Improved relationships among students	0	0	20%	20%	60%
4	Better decision making skills	0	0	20%	60%	20%
5	Increased awareness of their strengths, potentials & weaknesses	0	0	10%	40%	50%
6	More effective money management	10%	10%	40%	20%	20%
7	Improved esteem	0	0	10%	30%	60%
8	Active participation in class	0	0	10%	20%	70%

Pointers

- 90% of the trainers noted positive changes of above a rating of 4 in self-awareness, problem management, awareness of strengths, potentials and weaknesses, self-esteem and class participation.
- Only 40% of the trainers noted positive changes of above a rating of 4 in effective money management.
- 

**D. Impact of life skills on trainers**

- i. **The trainers were asked to rate the changes they noted in themselves when delivering the CAP YEI life skills curriculum.**

	From participating in this project, I was able to:	1	2	3	4	5	No response
1	Understand the students better	0	0	10%	30%	60%	
2	Employ participatory learning methods	0	0	0	30%	70%	

3	Observe better/improved instructor-student relationship	0	0	20%	20%	60%	
4	Observe reduced disciplinary issues among students	0	0	0	50%	40%	10%
5	Learn and employ new facilitation tips	0	10%	0	30%	60%	
6	Apply some of the lessons I taught to my own life	0	0	10%	20%	70%	
7	Utilize games/icebreakers/energizers	0	0	0	30%	70%	
8	Expand my network of contacts	0	10%	10%	20%	60%	
Any other changes/observations? Please describe below							
<b>Better school performance</b>							
<b>Better male- female students' relationships</b>							

Pointers

- 100%- 80% of the trainers were able to utilize games, icebreakers and energizers well and employ participatory learning methods, expand their own networks and employ the life skills training both professionally and personally.

**E. The trainers were asked the following question in relation to their VTCs**

- The trainers were asked which of the following approaches is best in delivering life skills.

	Approach	Reason
1	<i>Have trainers specialized in Life Skills ONLY to deliver the life skills training</i>	20% of the trainers felt that a specialized trainer would best deliver the life skills curriculum since the technical trainers did not have the time to train on life skills.
2	<i>Have trainers specialized in other technical and vocational course deliver the life skills training</i>	80% of the trainers felt that a technical course trainer would best deliver the life skills curriculum because there would be greater interaction between the trainees and trainers. They also felt trainers can use life skills to develop their technical class work. It will improve their areas of specialization and they would have a chance to be role models to students.

- The trainers were asked what kind of support they received from their VTCs: They received time allocation to do the life skills training, training rooms, teaching materials, advice and ICT support.

- iii. The trainers were asked what additional support they would have liked from their institution: They would have liked teaching materials, training workshops, internet and more time for teaching life skills.
- iv. The trainers were asked what other support they would have liked from the following organizations:

		Brief description
1	County Government	Infrastructure, Funds, Learning materials, Payment of trainers and Internet for YouTube aids.
2	National Government	Subsidized tuition fees, Instructional materials and Training workshops.
3	TVETA/CDACC	A curriculum with life skills, Finance, Training and Registration.
4	CAP YEI	Motivational support/compensation, more Capacity building, Instructional materials, Certificates and any other support.
6	Others	Writing materials.

- v. The trainers were asked how their institution management view the life skills training and research project. 90% of the trainers said that the management has a positive attitude towards the life skills training and gave the necessary support. 10% of the trainers said that the management came to slowly accept the training.
- vi. The trainers were asked if they encountered any problems with the management. 90% of the trainers said NO and 10% said yes, the reason being that there was a language barrier in delivering the life skills curriculum. They mainly teach the technical courses in vernacular yet the CAP YEI curriculum is in English.

**F. The trainers wrote the following questions, comments and concerns**

<b>Questions</b>
1. How long will it take to train the life skills curriculum to trainees?
<b>Comments</b>
1. We would like certificates for both trainers and trainees and future support
2. The CAP YEI life skills curriculum has a large positive impact on trainees in terms of self-awareness, confidence and relationship management
3. The life skills training is good and trainers are able to know how to handle students and their everyday lives.
4. CAP YEI life skills training is a good initiative since it helps youth counter the problems affecting the youth today e.g. drug abuse, miraa chewing, early marriages and school drop-outs.
<b>Concerns</b>

1. It has been difficult to match the CAP YEI curriculum and the syllabus curriculum. This made the trainers get limited time to implement the CAP YEI curriculum
2. Since life skills is motivating, trainers need to be compensated and motivated for continuity and sustainability of the program
3. There needs to be separation of Std. 8 and Form 4 trainees as the Std.8 trainees suffer from language illiteracy.
4. Life skills need to be done also in churches to reach more youths

### Focus Group Discussions- Moderated by Mr. Dennis Gichobi

The focus group discussion was divided into two:

1. General information
2. Curriculum course content

#### General information

1. The trainers were asked what they think about the CAP YEI life skills training. The following are some of the answers given:
  - Everything is incorporated, holistic and case studies related to what graduates experience in the place of work
  - The life skills curriculum is aimed at employability and a whole life
  - The life skills curriculum promotes self-knowledge, self-enterprise and job creators.
2. The trainers were asked if their expectations were met during the project implementation. They had the following comments:-
  - Yes, the behaviour, attitude, time keeping and budgeting of the trainer as a person changed positively. Trainers themselves are able to handle family matters better.
  - No, the expectation after training is immediate employment.
3. The trainers were asked if they were the CAP YEI / GIZ YouMatch project team what they would do differently.
  - Approach churches to offer this training as that would reach more youth
  - Expand the scope of the beneficiaries to also include secondary school students
  - Increase the number of VTC institutions benefiting from the project
  - Train all trainers in the Treatment Group VTCs. This is because training starts with trainers then trickles down to students. This would have ensured that all trainers get the knowledge so that any trainer-trainee interaction is influenced by life skills.
4. The trainers were asked how the CAP YEI curriculum will compliment what is already existing in the TVET and how it will be assessed.
  - The curriculum will make working and learning better and more interesting
  - Incorporation of life skills will streamline TVET operation as implementers are life skills enabler



## Curriculum Course Content

This section was done by the trainers in groups of two. They were expected to recall the course content and answer the questions below:

Life Skills Topic	What did you like best about the topic content and delivery methods? Why?	What did you like least about the topic content and delivery methods? Why?	How can we improve the content and delivery methods? (If you were CAP YEI, what would you do differently?) How can we help you deliver this topic? How can you help us make this topic better?		How do you perceive the attitudes, preparedness and uptake of the students?
			Content	Delivery	
Identity and Background	<ul style="list-style-type: none"> <li>- Understanding about personal effectiveness and awareness</li> <li>- Enable students to understand themselves better</li> <li>- Encourages trainers to apply life skills themselves</li> <li>- Trainers got a positive attitude towards life</li> <li>- Self- acceptance</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement of delivery methods</li> </ul>		<ul style="list-style-type: none"> <li>- Use case studies and role plays</li> </ul>	<ul style="list-style-type: none"> <li>- The lives of youths changed completely</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>- Effective communication, both formal and informal</li> <li>- Benefits of communication skills in relation to employment</li> <li>- Enables students be keen listeners</li> <li>- Barriers to effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery methods as they require teaching resources</li> <li>- The information from the source was distorted</li> </ul>		<ul style="list-style-type: none"> <li>- Ensure resources are available to the VTCs</li> <li>- Body language sometimes may not be an effective way of communicating</li> <li>- Use of charts and role plays</li> </ul>	<ul style="list-style-type: none"> <li>- Students are able to communicate with instructors better</li> <li>- The attitude of the students was positive</li> </ul>
Decision making	<ul style="list-style-type: none"> <li>- How proper decisions are made</li> <li>- Importance of decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Consequences of decision making</li> <li>- Society views</li> </ul>	<ul style="list-style-type: none"> <li>- Provide institutions with more training materials</li> </ul>		<ul style="list-style-type: none"> <li>- Students are able to make better decisions</li> </ul>

	<ul style="list-style-type: none"> <li>- Gender roles</li> <li>- Assisted trainees be calm first before taking any action on a situation</li> </ul>	<ul style="list-style-type: none"> <li>- towards gender</li> <li>- In the delivery of the topic, some trainees found it hard to take some responsibilities</li> </ul>			
Gender	<ul style="list-style-type: none"> <li>- What a man can do, a woman can do too</li> </ul>				<ul style="list-style-type: none"> <li>- The male and female trainees perceived themselves as equal</li> </ul>
Values & Perceptions	<ul style="list-style-type: none"> <li>- To uphold good values and morals</li> <li>- Trainees were able to know and understand how other people think about them</li> </ul>				<ul style="list-style-type: none"> <li>- Ready to practice good morals</li> <li>- This enhanced the trainees self esteem</li> </ul>
Goals	<ul style="list-style-type: none"> <li>- Setting smart goals</li> </ul>				<ul style="list-style-type: none"> <li>- Students were able to set smart goals for themselves</li> </ul>
Conflict Resolution	<ul style="list-style-type: none"> <li>- The fact that students are now able to solve conflicts without the help of the trainers</li> <li>- Importance of conflict resolution</li> <li>- Nobody is right section</li> </ul>	<ul style="list-style-type: none"> <li>- Handling an unwilling party in solving the conflict</li> </ul>			<ul style="list-style-type: none"> <li>- Life of the trainees changed because they were able to solve conflicts among themselves</li> <li>- Students looked at positive ways of solving conflict</li> </ul>
Self-esteem	<ul style="list-style-type: none"> <li>- Students were able to take up leadership positions and responsibilities</li> </ul>				<ul style="list-style-type: none"> <li>- Students started competing for elective positions in the institutions</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>- Attitude is power of the mind</li> </ul>				
SWOT Analysis	<ul style="list-style-type: none"> <li>- Students were able to understand their strengths and weaknesses and were</li> </ul>				

	able to change them				
Sex Education	<ul style="list-style-type: none"> <li>- Students were able to understand about sexes and themselves</li> <li>- Trainees agreed to find out their HIV status</li> </ul>	<ul style="list-style-type: none"> <li>- Some trainers were shy to deliver the topic</li> </ul>		Use models for demonstration	
Money Management	<ul style="list-style-type: none"> <li>- Earning and spending of money</li> </ul>				