



**TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING AUTHORITY**

**PRE-APPRENTICESHIP PROGRAMMES FOR VULNERABLE AND
MARGINALIZED YOUTH IN
KILIFI, KITUI AND BUSIA COUNTIES OF KENYA**

RAPID SCOPING STUDY REPORT



JULY 2020

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Abbreviations and Acronyms

BFSI	Business, Financial Services and Insurance
BUSY	Better Utilization of Skills for Youth
CAPI	Computer Aided Personal Interview
CBO	Community Based Organization
COMESA	Common Market for Eastern and Southern Africa
COTU	Central Organization of Trade Unions
COVID	Corona Virus Disease
EAC	East Africa Community
FGD	Focus Group Discussion
FKE	Federation of Kenya Employers
ICT	Information Communication Technology
ILO	International Labour Organization
IT	Information Technology
KII	Key Informant Interview
MCPs	Master Craft Persons
NCPWD	National Council for Persons with Disability
NGO	Non-Governmental Organization
PLWD	Persons Living with Disability
RPL	Recognition of Prior Learning
SMEs	Small and Micro Enterprises
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
USDOL	United States Department of Labour
VMY	Vulnerable and Marginalized Youth
VTC	Vocational Technical Centres
WBT	Work Based Training

Definition of Terms

Pre-Apprenticeship Programs	Programs that are designed to prepare individuals to enter and succeed in a registered apprenticeship or other high-quality apprenticeship program, and ultimately earn a career.
Youth	Persons aged between 16 -24 years
Recognition of Prior Learning	A process used by master craftsmen or apprenticeship providers to evaluate skills and knowledge acquired outside classroom for the purpose of recognizing competence against a given set of standards/competence or learning outcomes
Pre-Vocational Skills	Skills one possesses prior to any form of vocational training
Core Skills	Fundamental skills that young people need to be fully prepared for life and work in a global economy
Master Craftsperson	Refers to those who offer pre-apprenticeships training and the skills persons who mold the youth in preparation for work

Executive Summary

Better Utilization of Skills for Youth (BUSY) project is a four-year initiative financed by the U.S. Department of Labour (USDOL) and implemented by International Labour Organization (ILO). The project was designed to increase decent job opportunities and employability of young people through provision of quality pre-apprenticeship, thereby addressing unemployment, vulnerability and poverty in urban and rural settings. Under outcome three, the project aimed to support strengthening work-based training programs. To improve the quality of training being delivered, the BUSY Project, through support to TVETA, undertook an assessment for pre-apprenticeship programmes for vulnerable and marginalized youth in Busia, Kilifi and Kitui counties. The purpose of the study was to support strengthening workplace-based training programs by leading co-ordination and improving the quality of the training being delivered. The study was guided by the following objectives; To Identify the existing pre-apprenticeship training providers in the counties; Identify the skill sectors comprising the pre-apprenticeship programs; Identify entry qualifications and duration of the existing programs; and Identify the existing pre-apprenticeship programs' curricula. The study applied an exploratory approach in the quest to establish the existing pre apprenticeship training being offered to marginalized and vulnerable youths in the three counties. This involved both quantitative and qualitative data. The study mainly targeted Government officers, Heads of Organizations supporting Pre apprenticeship programs, Master Craftsmen/Trainers (both formal and informal), Graduates of Pre apprenticeship programs and apprentices in Busia, Kitui and Kilifi Counties. A total of 90 business organizations and Vocational Training Centres were involved in the study. A sample of 247 respondents was purposefully selected for the study in Busia, Kitui and Kilifi Counties. The quantitative data was collected through structured interviews using Computer Assisted Personal interviews (CAPI) with trainers and graduates while qualitative data was collected through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with the apprentices. Narrative and content analysis were used to analyze the qualitative data while quantitative data was coded, cleaned analyzed and presented in the form of tables, bar graphs and pie charts. From the data analyzed a total of 129 pre-apprenticeship training providers were profiled as offering pre apprenticeship training to vulnerable youth in Busia, Kilifi and Kitui Counties. 13 skill sectors were identified out of the 24 represented in the TVET sub sector. Hairdressing and beauty therapy was the most common trade sector on offer accounting for 23.8% of all the pre-apprenticeship providers. However, the most popular trades which registered high enrolment included Garment Making (25.04%), Motor Vehicle Mechanic (20.08%) and Hairdressing and Beauty therapy (14.69%). The minimum entry qualifications ranged from those who had not attained basic education to secondary school certificate holders. Vulnerability was a major special consideration for admission into the programmes and the course duration ranged from 3 months to 2 years for the same course across different training providers. It was evident from the study that the curriculum offered was not standardized hence the content, mode of training delivery, assessment and certification was at the discretion of the training provider. It was concluded that pre-apprenticeship training was an effective way of equipping vulnerable young people with relevant skills for the job market and therefore required coordination and support to minimize challenges faced by the sector. The study recommended the government to urgently develop the necessary regulations and policies that specifically target pre- apprenticeship training in the country with the view of recognition of skills and standardization of the curriculum.

CHAPTER ONE

INTRODUCTION

1.1 The BUSY Project

The Better Utilization of Skills for Youth (BUSY) project is a four-year initiative financed by the U.S. Department of Labour (USDOL), and implemented by International Labour Organization (ILO) in partnership with the Ministry of Labour, the Federation of Kenya Employers (FKE) and the Central Organization of Trade Unions (COTU-K). The project is designed to increase decent job opportunities and employability of young people through provision of quality apprenticeship, thereby addressing unemployment, vulnerability and poverty in urban and rural settings. The project's objective is to improve the capacity of Kenyan government, employers' and workers' organizations, and civil society organizations to establish and expand workplace-based training programs with a focus on vulnerable and marginalized youth, in particular adolescents at or above the legal working age who are engaged in or at risk of engaging in child labour. The BUSY project is expected to achieve the following three long-term outcomes:

- i. Laws or policies supporting quality workplace-based training opportunities for youth in Kenya, including vulnerable and marginalized youth, are improved and / or implemented by key stakeholders;
- ii. Kenyan government, employers' and workers' organizations, and other stakeholders implement best practices related to workplace-based training for youth, including the most vulnerable and marginalized;
- iii. The quality of existing public and private programs in Kenya that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs is improved.

Under outcome three of the project, BUSY will support strengthening workplace-based training programs by leading coordination and improving the quality of the training being delivered. It will do this by ensuring that relevant skills' training programs are available and being given by private sector providers. The project is partnering with programmes being implemented by government, and by workers' and employers' organizations, that are focused on workplace-based training such as the World Bank-funded Kenya Youth Employment and Opportunities Project, and the USAID-funded Kenya Youth Employment and Skills Project, so as to build synergies and complementarities, in particular with regard to strengthening pre-apprenticeship programs in selected counties. In this regard, the BUSY Project, through support to TVETA, will undertake an assessment and selection of pre-apprenticeship training providers with a view to nominating those suitable for training vulnerable youth, including those previously engaged in child labour.

1.2 Vocational Training and Rationale of Pre-Apprenticeship Programs

The current formal technical and vocational training system in Kenya does not have the capacity to absorb all youth who are interested, and the skills provided often lack relevance to the labour market. Work based training programs, including industrial attachments, internships and formal and informal apprenticeships have been implemented by these institutions. However, the success of such initiatives is not clear as there have been no systematic evaluations.

Youth often obtain their training through the informal pre-apprenticeship system, thus they gain practical skills under the instruction of Master Craft-persons. In this sense, micro and small-sized enterprises operating in the informal economy provide easy access for a greater number of youths to receive skills training in both rural and urban settings. These are linked to labour demand, allow school dropouts opportunities to train and are less costly for both beneficiaries' households and

government agencies. While informal apprenticeships provide the technical skills needed for paid employment, other apprentices receive the skills they need to be successful in self-employment. The quality of skills gained through informal pre- apprenticeships may vary substantially from one provider to the other due to lack of uniform training standards, variations in technology and facilities offered by the Master Craftsperson, lack of structure of training activities, differences regarding knowledge, skills and productivity of Master Crafts Persons and lack of a mechanism / body that oversees / ensure the quality of training being provided. Likewise, trainees' learning is not certified upon completion, impeding the recognition of their learning by third parties. This makes it difficult for youth to transition into employment in the formal sector.

According to an ILO workshop report on Apprenticeship in the Informal Economy in Africa (2007) apprenticeship programing in East African countries is less structured unlike in Western Africa countries like Mali and Benin. In Kenya, the interests of the two cohorts (pre apprenticeship and apprenticeship programs youth) tend to be lumped up together. Yet many vulnerable and marginalized youth do not have basic knowledge, skills and/or attitudes necessary to qualify for apprenticeship recruitment.

Pre-Apprenticeship training programs help potential youth entrants to the apprenticeship system develop their job skills and trade readiness so that they will be prepared to find work as apprentices. In some ways, Pre-Apprenticeship programs are similar to other college programs. Youth learn skills related to the job goal, although there is no guarantee of being hired. From the Pre-situational study carried out on employers, it was established that employers value youth with some work-based knowledge. This means that they are able to handle some basic duties without needing as much supervision as someone very new to the trade. It is therefore necessary to map existing Pre-apprenticeship

1.3 Project Description

The rapid scoping study on pre-apprenticeship programs for vulnerable and marginalized youth was undertaken in three counties of Kilifi, Kitui and Busia in Kenya. The scope of the study for the assignment included past and present learners in public and private institutions/enterprises including community and faith based WBT initiatives for vulnerable and marginalized youth (VMY) in Kenya. The VMY, in this context, refers to the youth aged 16-24 years and 16-17-year-old adolescents who are at or above the legal working age, have dropped out of school and are engaged in or at risk of engaging in child labour.

1.4 The Purpose and Scope

The main purpose of this study was to support strengthening workplace-based training programs by leading coordination and improving the quality of the training being delivered. This will ensure that relevant skills' training programs are available and are being given by private sector providers to improve learners' learning and MCPs' training as both respond to the needs of the vulnerable youths. The geographical scope of the review was national with emphasis on the counties of Kilifi, Busia and Kitui.

1.5 Rapid Scoping Study Framework

According to the KNBS (2018) report, after completion of secondary level education, about 12% find jobs in formal sector, 40% in informal sector; 15% looking for jobs, 25% continue studies and apprenticeship. The TVET System and Industrial Attachment and Formal TVET system lacks capacity to enroll all youths. Trainees from training institutions are normally being placed in formal organizations during industrial attachment to gain knowledge and practical skills.

In Kenya training under apprenticeship is largely informal. This is mostly held in micro and small enterprises and the training standards are not uniform. There is no certification, no definite time frame and the quality of training varies across apprenticeship providers. Due to poor working and Occupational Health Standards, the apprentices are vulnerable to exploitation. There is therefore increased need for coordination of apprenticeship providers and enhanced capacity of the pre apprenticeship providers. This scoping study shall comprehensively provide evidence on how pre apprenticeship programs are carried out in various parts of the country.

1.6 Study Objectives

1.6.1 Main Objective

The main objective of the study was to review existing pre-apprenticeship programs in Kilifi, Busia and Kitui counties and identify those that can be replicated/ upgraded/ improved/ standardized for promoting workplace-based training programs for all vulnerable and marginalized youth in the country.

1.6.2 Specific Objectives

The specific objectives of the study were to:

- a) Identify the pre-apprenticeship training providers in the counties
- b) Identify the skill sectors comprising the pre-apprenticeship programs
- c) Identify entry qualifications and duration of the existing programs;
- d) Identify the existing pre-apprenticeship programs' curricula

1.7 Limitations of the Study

The respondents were from diverse backgrounds and academic abilities hence some of their responses were inconsistent with the study objectives. This was mitigated by use of CAPI where the data collectors would simplify the questions for all the respondents to understand. There was resistance from some of the pre apprenticeship programme coordinators despite authority having been sought from their head offices in advance. This had an effect of delaying the data collection process in one of the counties pending consultations.

There was little information available about pre apprenticeship studies in Kenya therefore; the conceptualization of thematic areas of the study was a challenge. This however was done based on other studies by ILO and in other countries.

The study was partly conducted during the COVID-19 outbreak in the country. Due to the Ministry of Health Protocols on suspension of congregations, FGDs were minimized and personalized interviews with trainers increased to cover the deficit.

The pre-apprenticeship graduates were not under any official migratory administrative control within the counties of training. Their presence in the target counties was unpredictable. The challenge was mitigated by accessing the target group through mobile phone contacts provided by the respective training providers for data collection.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

Apprenticeship is a widely used term. Some consider it as a mode of learning: acquiring skills at the workplace in a structured manner. Others think of apprenticeship in a “dual” way as a combination of school-based and enterprise-based learning and training. Apprenticeship is based on an agreement between a trainee, the apprentice, and a trainer, the master craftsman. This agreement entails the rights and duties of both parties involved in the agreement: the trainer, the trainee, and sometimes also the parents of the trainee (ILO, 2012)

2.2 Global Perspective of Apprenticeship

Global interest in apprenticeship was evident in 2012 when the G20 Labor and Employment Ministers gave significant attention to apprenticeships and called for sharing of experience in the design and implementation of apprenticeship programs. This high-level international interest was also reflected in discussions of tripartite constituents at the 2012 International Labour Conference’s committee on youth employment, which called for the promotion of quality apprenticeships, including in developing countries (World Bank, 2013).

As a result of the global interest, the ILO and the World Bank undertook case studies involving developed and developing countries, with apprenticeship systems of differing stages of maturity. The country case studies confirmed that better and more broadly available apprenticeships can reduce youth unemployment and poverty when combined with national efforts to spur job growth. During one of its sessions, the ILO adopted a resolution entitled *The youth employment crisis: a call to action*. The resolution reiterated the importance of linking education, training and the world of work through ‘enhanced technical vocational education and training (TVET), including apprenticeships, other work-experience schemes and work-based learning’. It called on governments to give serious consideration, as appropriate, to: Improving the links between education, training and the world of work through social dialogue on skills mismatch and standardization of qualifications in response to labour market needs, enhanced technical vocational education and training (TVET), including apprenticeships, other work-experience schemes and work-based learning; Improving the range and types of apprenticeships by: complementing learning at the workplace with more structured institutional learning; upgrading the training skills of master crafts persons and trainers overseeing the apprenticeships; including literacy training and livelihood skills; and strengthening community involvement, especially to open more occupations for young women and other vulnerable groups of young people; Regulating and monitoring apprenticeship, internship and other work-experience schemes, including through certification, to ensure they allow for a real learning experience and not replace regular workers (ILO,2012).

Organizations like the G20 have also come up with plans to promote apprenticeship in support of youth employment. Some of the actions proposed by the G20 Initiative include: Establishing national goals or targets to develop, expand and improve apprenticeship programmes, including for higher education levels; Raising the quality of apprenticeships by fully engaging social partners (governments, employers’ and workers’ organizations) in the design, development and delivery of apprenticeship and ensuring a strong work-based training component (i.e. dual training systems, effective career guidance, and integration with formal schooling and skills recognition systems);

Promoting apprenticeship programmes in a broad array of occupations and sectors, particularly emerging sectors and those with skill shortages; Fostering the engagement of businesses in the apprentice systems, making apprenticeships more attractive to employers, in particular SMEs, by reflecting their skills needs in training programmes, addressing legal and regulatory disincentives, and promoting an adequate/ appropriate sharing of costs among employers, providers and public authorities; Ensuring that apprenticeship programmes offer good working and training conditions, including appropriate wages, labour contracts and social security coverage, as well as respect for labour rights and occupational safety and health (ILO, 2013).

The Government of India has taken a proactive step in supporting apprenticeship. It launched the National Apprenticeship Promotion Scheme (NAPS) in 2016 to promote apprenticeship training and as an incentive to employers who wished to engage apprentices. NAPS has provision for the sharing of expenditure incurred by employers in both providing training and a stipend to the apprentice. This was launched with an ambitious objective of increasing the engagement of apprenticeship. A user-friendly online portal (www.apprenticeship.gov.in) was also launched in order to facilitate the easy processing of the entire apprenticeship cycle and for the effective administration and monitoring of the scheme. The portal provides end-to-end service for the employer from registration and mentioning vacancy to submitting claims, and for the apprentice from registration to receiving and accepting offer letters online. The Apprenticeship Act was also amended to ensure that employers engage a larger number of apprentices and to encourage employers to comply with the provisions of the Act (ILO 2013).

2.3 Apprenticeship in the Developing Countries

Formal apprenticeship legislation exists in many African countries. However, the number of current apprentices learning under formal apprenticeship regulations is very small. In several countries, privatization of parastatal enterprises in the 1980s and 90s has led to a drastic decline in formal apprenticeship as large private companies considered formal apprenticeship to be too costly, or they felt that training centers were outdated. Apprentices' demand for formal apprenticeship is low due to strict entry requirements, and usually low labour market absorption rates (OECD, 2008) (Johanson, 2004) (Atchorena, 2002). By contrast, informal apprenticeship is widespread in most African countries. It is entrenched in local traditions and culture and follows a large number of diverse informal rules that are based on reputation, social sanctions, or reciprocity. Informal apprenticeship is considered by far the most important source of skills training in Africa. In Ghana, informal and traditional apprenticeship is considered to be responsible for the majority of all skills development in the country. It accounts for almost 90 per cent of all trades training in Benin, Senegal and Cameroon, and trains more young people than the formal apprenticeship system in Morocco. Another example is Ivory Coast where 350,000 - 450,000 apprentices work in 150,000 micro- and small enterprises in crafts and handicrafts (Kone, 2001), while the formal apprenticeship system trained 3700 apprentices in 2009.

In a story carried by the Daily Nation of March 18, 2020, on a forum on youth apprenticeship, it was noted that Youth apprenticeship, which is often overlooked, is emerging as a strategic opportunity for creating sustainable employment for young Kenyans. Also, youth apprenticeship is linked to high worker-retention rates and an increased capacity for innovation among young employees. They also noted that in other countries where the system has been successfully employed, indications are that it has proved successful. Apparently, an estimated 1 million youth

join the labour force annually and about 300,000 of whom do not get jobs. The same article quoted a United Nations Human Development Index (UNHDI) report released in 2017 which shows that Kenya’s unemployment rate stands at 39.1 per cent, with a remarkably high youth unemployment rate, due to a harsh economic environment. As at 2016, an estimated 67 percent of Kenya’s youth were unemployed or under-employed. In putting up a case for apprenticeship, the writer stated that the apprenticeship system integrates structural, attitudinal and cultural processes, creating a heterogeneity of young women, youth abled differently, uneducated rural youth, youth in arid and semi-arid areas and vulnerable youth. It aims at creating a uniform, inclusive employment opportunity that provides decent incomes, quality work and the growth of entrepreneurial capabilities and enabling the youth to gain authority, capacity and confidence, to be innovative as well as competitive.

2.4 Conceptual Framework

Based on the literature review there are key areas which promote youth training for decent jobs. The study conceptualized various study variables as shown in Figure 1 below. It shows the links between the inputs (Pre-apprenticeship programs), outputs and outcomes of the existing interventions in Kenya.



Figure 1: Relationship between Pre-Apprenticeship Programmes and Skills for Decent Jobs

CHAPTER THREE METHODOLOGY

3.1 Research Design

The study applied an exploratory approach in the quest to establish the existing pre apprenticeship training being offered to marginalized and vulnerable youths in the three counties. This type of design provided an opportunity to explore the different aspects of pre apprenticeship training including the trade areas, duration and the curriculum being offered to the youths. This involved both quantitative and qualitative data. The quantitative data was collected through structured interviews using Computer Aided Personal interview (CAPI) and qualitative data was collected through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with the apprentices.

3.2 Target Population

The target population consisted of Government officers and Heads of Organizations supporting Pre apprenticeship programs, Master Craftsmen/Trainers (both formal and informal), Graduates of Pre apprenticeship programs in Busia, Kitui and Kilifi Counties, Managers of Vocational Training Centers and apprentices in the target counties. The apprentices included ‘Vulnerable and Marginalized Youth (VMY)’ aged 16-24 years, who were engaged in or at risk of engaging in hazardous work in the selected counties of Busia, Kilifi and Kitui.

3.3 Sample and Sampling Procedure

Three counties of Busia, Kilifi and Kitui had already been identified for the study. The counties represent three regions of Kenya namely the Western, Coast and Eastern regions. A total of 90 business organizations and vocational training centers in the three counties were involved in the study. A total sample of 247 respondents was purposefully selected for the study. 138 respondents were from Kitui County, 55 and 54 respondents were from Busia and Kilifi Counties respectively. Purposeful sampling ensured representation from the different trade areas, ownership status of the training providers which included Institutions/ enterprises owned by government, NGO, Individual/Jua Kali among others. The study took into consideration the location of the business organizations in both urban and rural settings. It also considered gender aspects including women owned enterprises, apprenticeship training that targets boys and girls as well as those Vulnerable and Marginalized Youth (VMY)’ ages 16-24, who are engaged in or at risk of engaging in hazardous work in the selected counties of Busia, Kilifi and Kitui.

3.4 Data Collection Instruments

Research instruments and research questions were developed based on the objectives of the study. The study used structured interviews for trainers/ enterprise owners offering pre-apprenticeship and Graduates of pre-apprenticeship programs, Key Informant interview schedules for Heads of organizations, NGOs and Government Officers coordinating / supporting youth training/ pre apprenticeship and Focus Group Discussion guide for the apprentices from both rural and urban areas of the counties. The structured interviews were administered to trainers and pre-apprenticeship graduates using CAPI, While KIIs and FGDs were recorded using voice recorders and transcribed for data analysis. The instruments consisted of questions intended to seek

information on various aspects of pre apprenticeship including curricula, duration, entry qualifications/ behavior and information on other pre-apprenticeship training providers. Secondary data was derived from a review of relevant documents.

3.5 Validity /Reliability

Before the instruments were administered to the respondents, they were pre-tested to a similar sample of respondents in Nairobi to ensure their reliability. This enhanced their usability and clarity of items. A research panel from TVETA reviewed the instruments to ascertain that the information collected would be aligned to the objectives of the study. This in turn also enhanced the validity of the instruments and ensured that all errors were corrected.

3.6 Data Collection Procedures

The data collection was carried out by three panels/teams in the three counties. The lead researcher briefed the data collection team and identified a leader for each team. Each data collection team contacted the respective County Youth Development Directors to help in identification of Key Informants, Business entities/ Jua kali enterprises; Vocational Training centers involved in pre-apprenticeship training and Graduates for the study in their respective counties and drew a schedule for the data collection exercise. In each organization/business, a master craftsman/supervisor was interviewed. An interview was also conducted for trainers of different trades in the same institution. Focus group discussion was conducted with 5-12 apprentices. A total of 247 respondents were interviewed.

3.7 Data Analysis

Narrative analysis and content analysis were used to analyze the qualitative data. Quantitative data was coded, cleaned analyzed and presented in form of frequency tables, bar graphs and pie charts

3.8 Response Rate

The response rate was generally high as shown in Table 1 below except for FGDs which were affected by the government's movement restriction and ban on public gatherings to contain the spread of COVID 19.

Table 1: Response Rate

Respondents	Target	Frequency	Percentage
Key Informant Interviews	15	14	93.3
Focused Group Discussions	15	9	60
Pre-apprenticeship Trainers	90	105	116.7
Pre-apprenticeship Graduates	45	42	95.5

3.9 Demographic Characteristics of the Respondents

The respondents in the study were analyzed according to various demographic characteristics as shown below;

3.9.1 Distribution of Respondents by Classification

The respondents were classified as Key Informants (KIIs), trainees, trainers and graduates.

Table 2: Percentage Respondents According to Classification

Respondent	Number	Percentages
Key Informants	14	5.7
Trainees/Pre-apprentices	86	34.8
Pre-apprenticeship Trainers	105	42.5
Pre-apprenticeship Graduates	42	17
Total	247	100

The respondents in the study were analyzed based on their position of participation. A majority of the participants were (105) Pre-Apprenticeship Trainers and (86) Apprentices comprising (42.5%) and (34.8%) respectively. Pre-apprenticeship Graduates and key informants were 42 (17%) and 14(5.7%) respectively of the total respondents.

3.9.2 Profile of the Key Informants to the Study

The profile of the Key Informants to the study is shown in the table below

Table 3: Profile of Key Informants

S/No	Designation of Key Informant	Organization	County
1.	Project Officer, Youth Empowerment Program	Kitui Development Centre-KDC	Kitui
2.	Manager	Mwingi VTC	Kitui
3.	Program Officer	Caritas Department of Catholic Church	Kitui
4.	Sub County Youth Development Officer	Kenya Youth Employment and Opportunities Project (KYEOP)	Kitui
5.	Chief Officer, ICT Training and Youth Development	County Government of Kitui	Kitui
6.	Manager	Gede VTC	Kilifi
7.	Coordinator, Muyeye VTC	CAP-YEI	Kilifi
8.	Principal	Tewa Training Centre	Kilifi
9.	Manager	Mukwaju VTC	Kilifi
10.	Manager	Mapimo VTC	Kilifi
11.	Manager	Muyeye VTC	Kilifi
12.	Coordinator, Gede VTC	Generations Kenya	Kilifi
13.	Chairman	Busia Jua Kali Association	Busia
14.	Constituency Office Manager	Teso North, Constituency Office	Busia

3.9.3 Distribution of Respondents by Geographical Location

The respondents were analyzed according to the counties and sub counties where they were based. The study sampled sub counties from both rural and urban areas.

Table 4: Distribution of Respondents by Geographical Location

County	Sub county	Trainers	Graduates	Trainees	KIIs
Kilifi	Kilifi North	12	3	7	3
	Magarini	3	5	8	0
	Kilifi South	6	2	0	2
	Kaloleni	4	0	0	1
	Malindi	2	0	0	1
Kitui	Kitui Central	12	12	30	4
	Kitui South	21	0	30	0
	Kitui East	2	0	0	0
	Mwingi Central	13	8	0	1
Busia	Matayos	14	7	7	1
	Teso North	16	5	4	1
	Total	105	42	86	14

The respondents were distributed across both urban and peri-urban sub counties across the three sub counties. However, the respondents were more concentrated in the urban sub counties than in Peri- urban sub counties. The general observation was the business enterprises were more concentrated in town and market centers for the rural sub counties. Data collection in Busia County was done at the peak of COVID 19 government restrictions which saw closure of training institutions and Some Business enterprises. The restrictions affected the data collection in Busia as the training providers were reopening at the time of the data collection.

3.9.4 Distribution of Respondents by Gender

The respondents were grouped according to their gender as shown in Table 5 below

Table 5: Distribution of Respondents by Gender

County	Male	Female	Total
Busia	52	3	55
Kitui	62	71	133
Kilifi	33	26	59
Total	147	100	247
Percentage by Gender	59.5%	40.5 %	

There were more male respondents (N=147,59.5%) in the survey than female respondents (N=100,40.5%). In Busia and Kilifi counties, majority of the respondents were of male gender while in Kitui county the majority respondents were female.

3.9.5 Distribution of Respondents by Sector

The study sought to establish the sector of the training provider which respondents represented. The results are presented in Table 6 below;

Table 6: Distribution of Respondents by Sector of Training Provider

Sector	Frequency	Percentage (%)
Public Sector	79	32
NGO	23	9.3
Individual/ Jua Kali Sector	126	51
Corporate Private Sector	5	2
FBO	11	4.5
CBO	3	1.2
Total	247	100

The respondents in the study were analyzed based on the sector of the training providers they represented. Majority of the respondents were from the Jua Kali Sector comprising (N=127, 51%) followed by respondents from the Public Sector at (N=79, 32%). The other respondents were from Non-Governmental Organization (NGO) sector (N=23,9.3%), Faith Based Organization (FBO), (4.5%,) Corporate Private Sector (2%) and the least from Community Based Organization (CBO) comprising (1.2%)

3.9.6 Distribution of Respondents per Trade Area

The respondents in the study were further analyzed based on their trade areas. Majority of the respondents were from Hairdressing and Beauty Therapy and Motor Vehicle Mechanic each comprising (15.5%) of the total respondents. Welding, (12.9%) followed by Garment making (11.6%) and ICT (10.7%) formed the trades with a high number of respondents. The trade areas with the least number had one respondent each. They included; Event management, Knitting, Motorcycle repair, Basketry & weaving, Fine Art, Medical emergency response and Processing of beauty products from Aloe Vera. The details are recorded in Table 7 below;

Table 7: Distribution of Respondents as per Trade Area

Trade Area	Frequency	Percentage
Building and Construction/ Masonry	13	5.6
Catering	5	2.2

Electrical installation	9	3.9
Event management	1	0.4
Garment making	27	11.6
Financial and marketing services	4	1.7
Hairdressing and beauty therapy	36	15.5
Hospitality	20	8.6
ICT	25	10.7
Knitting	1	0.4
Medical emergency response	1	0.4
Motor vehicle	36	15.5
Phone repair	3	1.3
Plumbing and Pipe fitting	5	2.1
Processing of beauty products from Aloe Vera	1	0.4
Welding	30	12.9
Woodwork	13	5.6
Fine Art	1	0.4
Motorcycle Repair	1	0.4
Basketry and Weaving	1	0.4
Total	233	100

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Existing Pre-Apprenticeship Training Providers

The study sought to establish the existing pre-apprenticeship training providers in Busia, Kitui and Kilifi Counties. Various factors were considered as qualifications of a pre-apprenticeship provider. They included the training on foundational skills that enabled trainees to join formal trade skills training, be employed or start their own businesses. The provider was considered if the training offered was purely work based and on job training with the graduates not necessarily being certified.

4.1.1 Profile of Pre-Apprenticeship Training Providers

The survey sought responses from pre- apprenticeship graduates and pre-apprenticeship trainers to different questions concerning the Sub County in which the training provider was based, name of their training provider, the ownership Status of the training Providers and the specific trade areas in which they offered Pre- apprenticeship programs. The responses were summarized as a profile. (see Annex 1).

A total of (90) training providers were identified by the respondents as offering pre-apprenticeship training where (46) training providers were in Kitui County (23) in Kilifi County and (21) in Busia County. The study further sought to find out from pre-apprenticeship graduates and trainers if they were aware of other training providers offering pre-apprenticeship training within their respective counties. 64% of the respondents were aware of other existing pre apprenticeship providers within their sub counties while 36% were of contrary opinion.

The respondents, aware of other training providers in pre-apprenticeship programs, were asked to provide the names of training providers and the specific trade areas which they offered. The responses were further filtered to remove the training providers that had participated in the study. Their responses were profiled and their details presented in a table. (annex 2). An additional (39) training providers were identified by respondents which included (22) from Kitui County, (8) from Kilifi County and (9) from Busia County.

A total of 129 training providers were profiled as offering pre-apprenticeship training to vulnerable youth across sub counties in Kilifi, Kitui and Busia Counties. Majority of the training providers were from the Individual/ Jua Kali sector (N=85,65.9%) followed by the Public Sector (N=23,17%). Training providers in the Corporate Private Sector were (N=9, 7%) of the total FBOs/CBOs and NGOs contributed the least number of training providers comprising (N=6, 4.65%) each.

Analysis of the pre-apprenticeship training providers profiled revealed that a majority of the providers offered Hair dressing and Beauty Therapy (19.4%), followed by garment making (11.1%) while providers in ICT and Welding comprised (10.4%) each. (9.0%) of the pre-apprenticeship providers offered Hospitality and Motor Vehicle Mechanic each while woodwork comprised (7.6%).

4.2 Key Skills Offered by Pre-Apprenticeship Providers

4.2.1 Trade Areas Covered in Existing Pre-Apprenticeship Programmes

The goal of technical and vocational training in the country is to provide relevant and adequate skills and competencies in strategic disciplines for spurring industrial and economic development in line with the aspirations of the Kenyan people. This study sought to find out the skill sectors comprising the pre-apprenticeship programmes offered in the three counties of Kitui, Kilifi and Busia. Table 8 below shows skill sectors and specific trades being offered by sampled pre-apprenticeship providers in Kitui, Kilifi and Busia Counties.

Table 8: Skill Sectors Comprising Pre-apprenticeship Programmes in Kitui, Kilifi and Busia

S/No.	Skill Sector	Trade/Skill offered	No. of Providers			Total	Percentage (%)
			Busia	Kilifi	Kitui		
1.	Auto and Auto Components	Motor Vehicle Mechanics	13	3	5	22	21
		Motorcycle Repairs	1	0	0		
2.	Mechanical	Metal Work	2	0	0	12	11.4
		Welding	5	2	3		
3.	Textile and Clothing	Garment making	2	3	11	17	16.2
		Knitting	0	0	1		
		Sewing Machine Operators	0	1	0		
4.	Telecommunication	Mobile phone repair	0	0	1	1	1.0
5.	IT and ITE	ICT	2	0	9	11	10.5
6.	Electronic and Electrical	Electrical Installation	0	2	2	4	3.8

7.	Furniture and Furnishing	Wood work	6	1	3	10	9.5
8.	Beauty and Wellness	Hair dressing	2	7	15	25	23.8
		Processing of beauty products	0	1	0		
9.	Media and Entertainment	Events Management	0	1	0	3	2.9
		Fine Arts and Basketry	2	0	0		
10.	Rescue services and Disaster Management	Medical emergency response	0	0	1	1	1.0
11.	Business, Financial Services and Insurance (BFSI) _[MB1]	Financial and Marketing	0	1	3	4	3.8
12.	Tourism, hospitality and travel	Catering	0	0	1	16	15.2
		Hospitality/FB	0	11	4		
13.	Building, Construction and real estate	Building and Construction/ Masonry	1	1	5	10	9.5
		Plumbing and pipe fitting	1	0	2		

There exist 24 training/ skill sectors in the Kenyan TVET subsector. Out of these skill sectors, only 13 were represented in pre-apprenticeship training in the target counties. The most preferred/ popular skill sector among pre-apprenticeship providers was Beauty and Wellness which accounted for 23.8% of all the pre-apprenticeship offerings. Hairdressing and barbering was the most preferred trade in the beauty and wellness skill sector while processing of beauty products is the least preferred trade in the same sector.

Auto and auto components was the next preferred skill sector with 21% of pre-apprenticeship providers in the target counties having it on their list of programmes on offer. Trade areas in the auto and auto components sector include; Motor vehicle mechanics and motorcycle repairs with the former leading in preference. Textiles and clothing was found to be the third most popular skill sector preferred by 16.2% of the respondents.

It was however noted that several key skill sectors that are key to the nation’s development were not represented in pre-apprenticeship offerings in the target counties. These include; Food processing, Energy and extractive sector, Water, environment and natural resources, Leather and leather goods, Health care, Pharma and life sciences, Agriculture, Transport and logistics, Security, domestic workers, Retail and Wholesale services. Figure 2 below shows the available trade/ skill areas and their popularity among pre-apprenticeship providers.

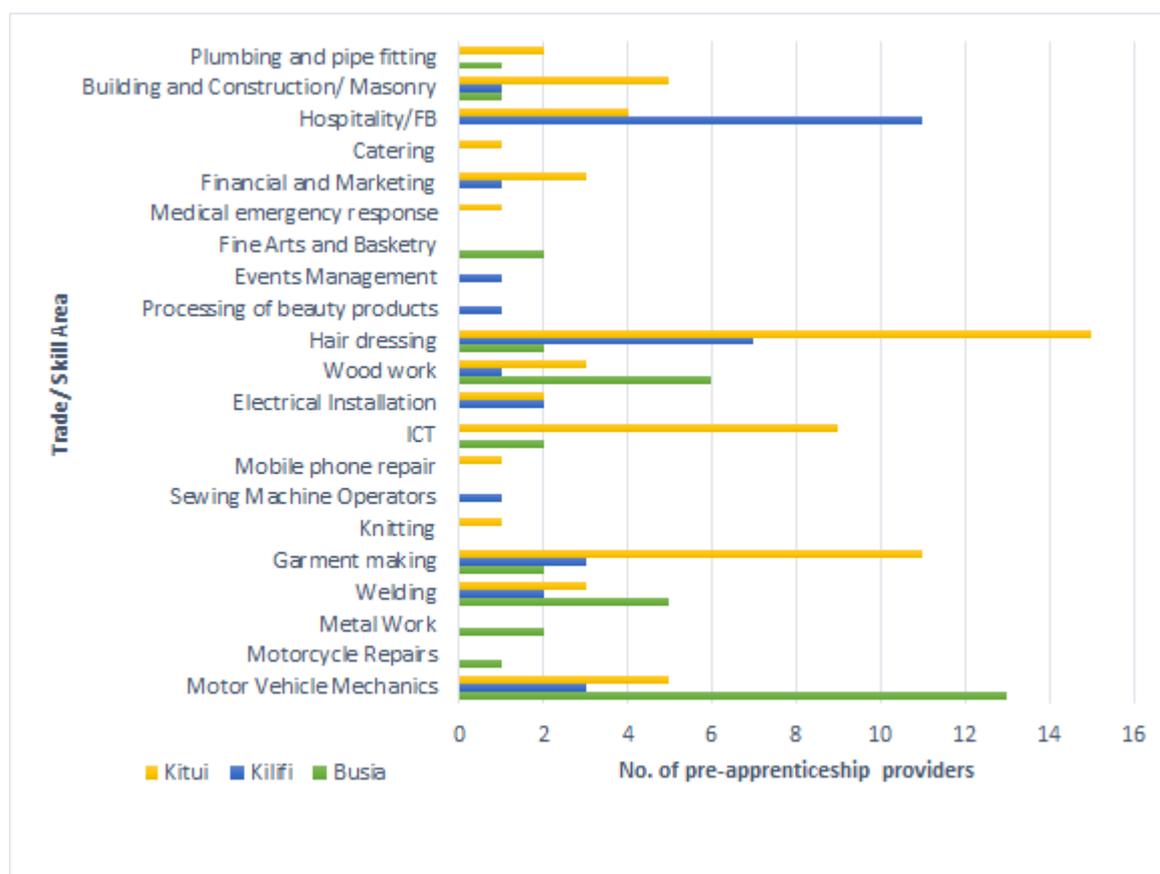


Figure 2: Skill Sectors in Pre-Apprenticeship Training

4.2.2. Adequacy of Physical Infrastructure and Equipment for Pre-Apprenticeship Programmes

For training to be effective, providers need to put in place adequate infrastructure and equipment. For trades that are considered practical/ hands on in nature, adequately equipped workshops are necessary for a smooth instructional process. It is equally important to provide conducive rooms/ space where theoretical knowledge can be disseminated to trainees.

In this study we sought to establish whether pre-apprenticeship providers have put in place sufficient facilities that could promote quality and relevance of training. This question was asked to both trainers and graduates separately in an effort to promote objectivity in their responses. Table 9 below shows the responses obtained from the two categories of respondents.

Table 9: Overall Response on Adequacy of Equipment in Pre-Apprenticeship Programmes

Respondent	Response	Frequency				Percentage
		Busia	Kilifi	Kitui	Total	
Graduate	Adequate	6	5	12	23	54.76
	Inadequate	6	5	8	19	45.24
Trainer	Adequate	9	16	28	53	50.48
	Inadequate	22	11	19	52	49.52

Generally, providers had made fair efforts in ensuring that they provide the necessary training equipment. 54.8% of the graduates interviewed believed that their former training providers were adequately equipped and therefore capable of providing quality training. 50.5% of the trainers held a similar view. Figure 3 below represents adequacy of training equipment as provided by both graduates and trainers of pre-apprenticeship programmes in Busia, Kilifi and Kitui Counties.

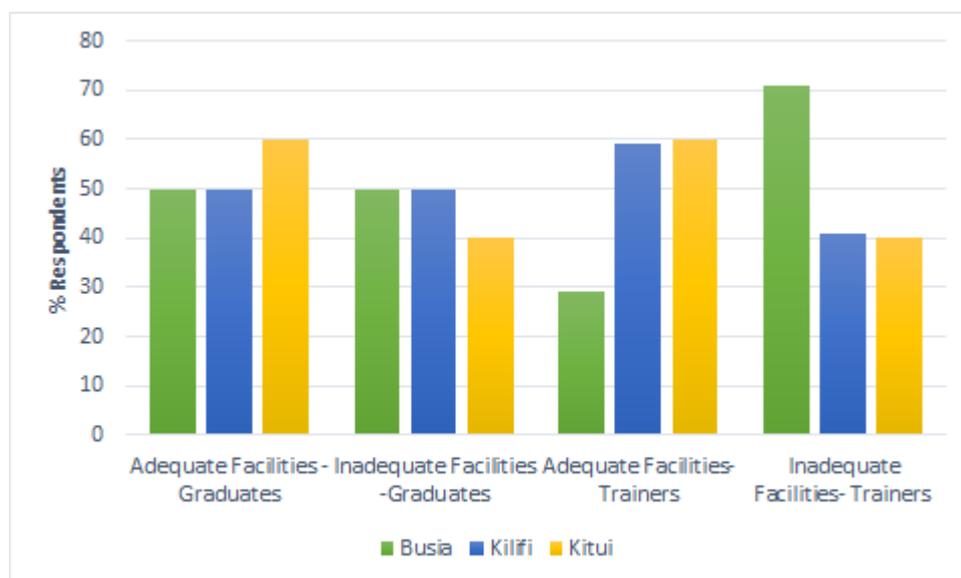


Figure 3: Adequacy of Training Equipment

An analysis of adequacy of training equipment per trade area is given in Table 10 below.

Table 10: Pre-Apprenticeship Trainers and Graduates with Adequate Training Equipment in their

S/No.	Trade Area	Category	Frequency				% per Category	Average (%)
			Busia	Kilifi	Kitui	Total		
	Building and Construction/ Masonry	Trainers	0	1	2	3	43	43
		Graduates	*	*	*	*	*	
	Hospitality/ Catering	Trainers	*	4	1	5	56	53
		Graduates	*	3	*	3	50	
	Electrical installation	Trainers	*	1	1	2	67	34
		Graduates	*	*	*	*	*	
	Event management	Trainers	*	0	*	0	0	0
		Graduates	*	*	*	*	*	
	Garment making	Trainers	2	5	2	9	75	88
		Graduates	1	*	4	5	100	
	Financial and marketing services	Trainers	*	1	1	2	100	50
		Graduates	*	*	0	0	0	
	Hairdressing and beauty	Trainers	*	6	6	12	71	57
		Graduates	0	1	2	3	43	
	ICT	Trainers	1	*	4	5	71	73
		Graduates	*	*	3	3	75	

	Knitting	Trainers	*	*	1	1	100	100
		Graduates	*	*	*		*	
	Metal work	Trainers	1	*	0	1	50	50
		Graduates	*	*	*	*	*	
	Motor vehicle	Trainers	2	0	3	5	26	47
		Graduates	1	1	*	2	67	
	Phone repair	Trainers	*	*	0	0	0	0
		Graduates	*	*	*	*	*	
	Plumbing and pipe fitting	Trainers	1	*	1	2	100	100
		Graduates	*	*	1	1	100	
	Processing of beauty products from Aloe Vera	Trainers	*	1	*	1	100	100
		Graduates	*	*	*	*	*	
	Sewing Machine Operators	Trainers	*	1	*	1	100	100
		Graduates	*	*	*	*	*	
	Welding	Trainers	0	0	2	2	60	55
		Graduates	1	0	1	2	50	
	Woodwork	Trainers	2	0	0	2	75	87.5
		Graduates	3	*	0	3	100	

		Trainers	1	*	*	1	100	100
	Motorcycle Repair	Graduates	*	*	*	*		

Key: * Means no respondents interviewed under that category

From Table 10 above, we noted that pre-apprenticeship providers in some trade areas seemed to have equipped themselves fairly well than others. Garment making, Hairdressing and beauty, ICT and Welding are among the trade areas that were fairly equipped. 53% of the respondents from the motor vehicle trade area were of the view that training facilities were inadequate. This could partly be attributed to the high cost of training equipment in some trades relative to others. According to a trainer in Kilifi county, for industry/ work based providers, trade areas with good cash flows were most likely to be well equipped with training facilities than those without. Inadequate training equipment could also be attributed to the lack of training standards in the area of pre-apprenticeship, providers were therefore not aware of the basic requirements acceptable for the courses they offered. This had led to improvisation of tools and equipment which was in some cases done in an unsafe and unprofessional way hence impacted negatively on the quality of work produced. Master trainers and vocational training institutions needed to adequately equip themselves with the basic tools and equipment before applying/ advertising for training opportunities.

4.2.3 Relevance of Skills offered in Pre-Apprenticeship Programmes

Despite issues noted with non- standardized curricula, its delivery and even the quality of trainers deployed, graduates of pre-apprenticeship programmes in the three counties found the skills they acquired during training to be relevant to their current occupation. They reported to have required less or no retraining before beginning their current jobs. All the 42 pre-apprenticeship graduates interviewed considered the skills acquired important and relevant to their current occupation.

Through FGDs it was established that current trainees appreciated the pre-apprenticeship programmes they were enrolled in and found them beneficial. They noted that they were now able to support their families in running family businesses like operation of cyber café and running other jua kali ventures. Some were already earning cash through self-employment and others were engaged in gainful part time employment in firms/ businesses around their institutions. A few were focused on using the current programmes as a stepping stone towards furthering their studies in the same or related trade areas. Jua kali pre apprentice from Kitui Central in hairdressing and beauty said: *‘I chose beauty because even if you don’t have another job it can help you move on in life, because you can’t luck someone even if is from here you go and plait even if its inside a house. You can get something small in your pocket as profit.’*

4.3 Entry Requirements for Pre-Apprenticeship Programmes

Minimum entry requirements for a given trade area was normally determined by the training providers. In formal TVET training the National Training Standards guides the minimum entry qualifications for trainees in various courses. The study sought to establish the entry requirements for trainees’ admission into pre- apprenticeship programs.

4.3.1 Entry Qualifications for Trainees in the Pre-Apprenticeship Programmes

Respondents were asked to indicate the minimum entry requirements for admission into the pre-apprenticeship program. The responses obtained were represented in Figure 4.

From Figure 4, Age of the trainee had the highest mention as basic minimum requirement with 19%, followed by interest in the program with 17.5%, Primary certificate with 17.1% and no entry requirement at 15.5%. The factors mentioned least as minimum entry requirement included being a resident was considered least with 1% mentions, followed by gender with 2%, ability to pay fees and basic tools of trade with 3. From the FGDs and KIIs, the minimum age requirement was 15 years and above for trainees to be enrolled in the program. A majority of the providers required (18-35years) of age as an entry qualification. It was therefore observed that a significant number of the pre-apprenticeship training providers had not set minimum entry requirements for enrolling in their programs. On the other hand, most training providers did not charge for the programs they offered and the offer was mainly on mutual agreement between the parties. In Kenya, primary education is free and compulsory for all according to Basic education policy on access to education and hence this contributed to the majority of pre-apprenticeship providers to set primary education as a basic entry requirement.



Figure 4: Entry Requirements of Pre-Apprenticeship Trainees

4.3.2 Special Considerations for Trainees in the Pre-Apprenticeship Programmes

Respondents were asked to indicate special considerations for admission to the pre-apprenticeship programmes in addition to the minimum entry qualifications. The results from the responses are represented in the Figure 5 below:

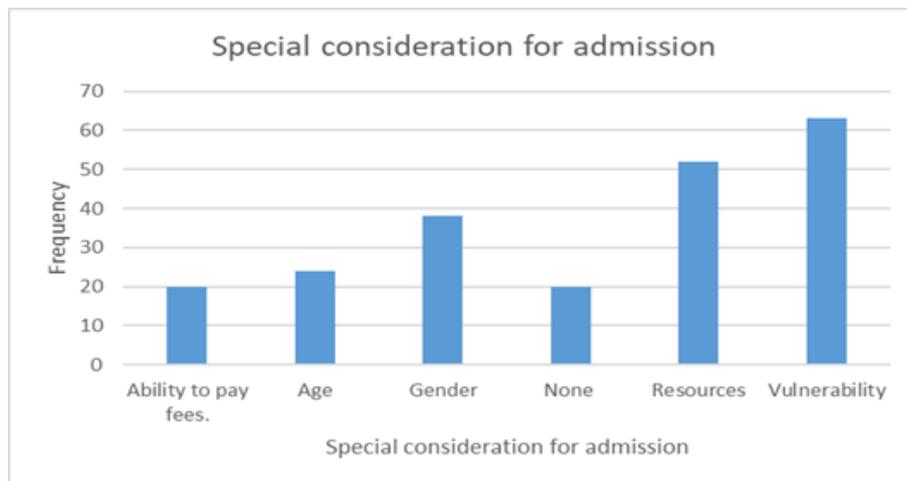


Figure 5: Special Consideration for Admission

From Figure 5 above, 29% of the respondents indicated that vulnerability was a special consideration when admitting trainees to the pre-apprenticeship programs, 24% indicated that priority was given to those able to pay fees, while 17.5% indicated preference for a particular gender and 9.2% indicated there was no special consideration for trainees to be admitted into the program. From KIIs and FGDs those vulnerable included orphans, school drop outs, those without skills, single mothers, unemployed, those from poor background or engaged in risky jobs. From the responses it was observed that vulnerability of the potential trainees was the most important consideration by many training providers in selecting pre-apprenticeship trainees. It also emerged that a significant proportion of training providers did not charge fees for the programs though they preferred those able to carter for training costs to the rest.

4.3.3 Enrolment of Trainees in Pre-Apprenticeship Programmes

The respondents were asked to give the enrolment in their respective classes. The responses of the trainers and graduates of pre-apprenticeship were analyzed in terms of enrolment by gender and ownership status of the provider, gender and trade area and enrolment of trainees living with disabilities

4.3.3.1 Enrolment of Trainees in Pre-Apprenticeship Programmes by Gender and Ownership Status

Respondents were asked to indicate the enrolment of trainees by gender and ownership status. The responses obtained are represented in Figure 6 below:

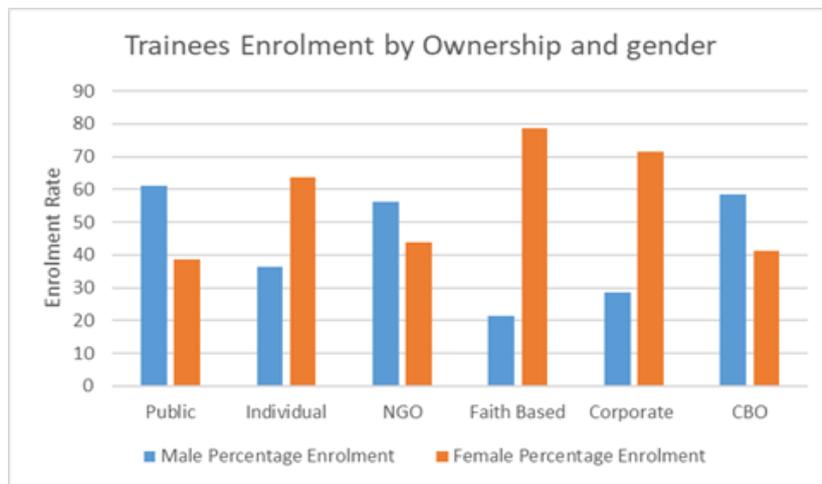


Figure 6: Trainees Enrolment by Ownership and Gender

From Figure 6 above, about 47% of the trainees received their pre-apprenticeship training from public training centers, about 26% received their training from individuals/ Jua kali sector, 10% from corporates, 8% from NGOs, 6% from faith-based organizations, while 3% received training from community based organizations (CBOs). From the findings, it was observed that the government owned institutions had a huge capacity to offer pre-apprenticeship training given they contributed the highest enrolment despite making up 17% of training providers who participated in the study. On the other hand, the findings show gender parity in the trainees enrolled for training as evidenced by 48.6% male and 51.4% female composition in the training centers. This is an interesting observation given that in the formal TVET system the numbers seem to incline towards the male trainees. This could be attributed to the fact that most of the providers are found within rural set ups hence are conveniently placed to vulnerable female trainees like those who are nursing babies to attend their lessons without having to travel far and wide to join TVET institutions in towns. Female enrolment was higher in Jua kali, Faith based and Corporate Institutions on the contrary male enrolment was higher in Public, NGO and CBO owned institutions. It was noted that some providers even encourage female apprentices to attend training sessions with their babies. Males' enrollment numbers are lower because a number of them who fall in the recruitment age bracket had dependents and therefore had to choose between fending for their families and joining pre-apprenticeship programmes. It was reported that it was a difficult task to convince the males to quit their menial jobs like bodaboda riding in order to join pre-apprenticeship training which may have little or no income.

4.5.3.2 Enrolment of Trainees by Gender and Trade Area

Respondents were asked to indicate the trade area they are enrolled in. The responses obtained were summarized in Table 11 below. Females comprised (51.43%) higher than the males comprising (48.57%) of the total enrolment of trainees in pre-apprenticeship programs in Busia, Kilifi and Kitui Counties. The most popular trades which registered high enrolment included Garment Making (25.04%), Motor Vehicle Mechanic (20.08%) Hairdressing and Beauty therapy (14.69%), Hospitality and Catering Services (11.88%) and Building & masonry (8.38%). On the other hand, the trades which recorded the least percentage of the total enrolment included Fine Art (0.04%), knitting (0.07%), Basketry and Weaving (0.1%), Phone repair (0.21%) Event management (0.43%), Electrical (0.46%) and Plumbing (0.93%), Despite all respondents noting that there was no gender discrimination during admission into the various pre-apprenticeship trades, more females were enrolled in trades that had traditionally been perceived to be feminine

and vis versa. An analysis of trades which had an enrolment of more than 1% of the total enrolment, revealed that Hair dressing & beauty therapy and garment making had 97.8% and 85.5% female enrollment respectively. On the other hand, Masonry and welding had 100% male enrolment; closely followed by Plumbing, Motor Vehicle Mechanic and woodwork with a male enrolment of 92.3%, 91.7% and 79.5% respectively. The trades that were more gender inclusive in enrolment with a minimum of 30% of either gender included Financial Services, Hospitality and Catering services, ICT and Medical emergency response. Special efforts need to be made in order to break existing stereotypes and accord all trainees equal opportunity to access training.

Table 11: Enrolment of Trainees by Trade Area and Gender

Trade Area	Enrolment			
	M	F	Total	%
Basketry and Weaving	2	1	3	0.11
Electrical	11	2	13	0.46
Event management	3	9	12	0.43
Financial services	31(43.7%)	40(56.3%)	71	2.53
Fine Art	1	0	1	0.04
Garment making	102(14.5%)	600(85.5%)	702	25.04
Hairdressing and Beauty Therapy	9(2.2%)	403(97.8%)	412	14.69
Hospitality and Catering services	103(31%)	230(69%)	333	11.88
ICT	60(52.6%)	54(47.4%)	114	4.06
Knitting	0	2	2	0.07
Building and Masonry	235(100%)	0	235	8.38
Medical emergency response	20(41.7%)	28(58.3%)	48	1.71
Motor vehicle mechanic	516(91.7%)	47(8.3%)	563	20.08
Motorcycle Repair	2	0	2	0.07
Phone Repair	6	0	6	0.21
Plumbing	24(92.3%)	2(7.7%)	26	0.93
Welding	144(100%)	0	144	5.14
Woodwork	93(79.5)	24(20.5%)	117	4.17
Total	1362	1442	2804	100
Percentage	48.57	51.43	100	

4.3.3.3 Enrolment of Trainees with Disabilities in Pre-Apprenticeship Programmes

Pre-apprenticeship graduates and trainers interviewed were asked whether they had PLWDs enrolled in their programmes and the nature of the disabilities. Table 12 below shows a summary of the findings.

Table 12: Enrollment of People Living with Disabilities in Pre-apprenticeship Programmes

County	Institution Type	PLWDs	Nature of Disability	Trade Area
Kitui	Public	2	Mental Disability	Garment making
Kitui	Public	1	Epileptic	Masonry
Kitui	CBO	1	Partial blindness	Motor vehicle Mechanic
Kilifi	Public	1	Hearing impairment	Hospitality
Kilifi	Public	1	Epileptic	Welding
Kilifi	Faith based	1	Narcoleptic	Hospitality
Kitui	Corporate	2	Not Mentioned	Garment making
Kitui	Public	1	Not Mentioned	ICT repair
Kilifi	Individual/Jua Kali	1	Not Mentioned	Hairdressing and beauty
Busia	Individual/Jua Kali	3	Physical	Motor vehicle Mechanic
Busia	Public	1	Physical	Woodwork
Busia	Individual/Jua Kali	1	Speech impairment (Dumb)	Woodwork
Busia	Public	1	Not Mentioned	Garment Making

Out of the 2804 trainees enrolled in pre-apprenticeship programs in Busia, Kitui and Kilifi Counties, 17 of them (0.6%) are persons living with disabilities (PLWDs). This is way below the national average of people living with disabilities which stands at 4.6% of the Kenyan population, (NACPD, 2008). FGDs and KIIs revealed that there were many youth living with disabilities in the community that had challenges accessing training. The disabilities included physical disability, mental disability, epilepsy, partial blindness, hearing impairment, speech impairment and narcoleptic. Four respondents (graduate apprentices) did not mention the nature of disabilities that their course mates had. From the above discussion, it is definite that a lot should be done in order to attract more young people living with disabilities into pre-apprenticeship programmes. This should include providing disability friendly physical facilities, delivery methods, and curricula among other interventions.

4.3.4 Duration of the Existing Pre-Apprenticeship Programmes

Respondents were asked about the duration of the various training programs. The responses were as indicated in Table 13 below;

Table 13: Duration of the Existing Pre-Apprenticeship Programmes

	Period			Total
	(0-6) Months	(7-12) months	1 Year and above	
Frequency	74	17	56	147
Percentage (%)	50.3	11.6	38.1	100

From Table 13, about half of the respondents indicated that the training took a period of up to 6 months, about 12% of the respondents indicated that the training took a period of between 7 and 12 months while about 38% indicated that the training took more than one year. From the findings it was observed that most of the pre-apprenticeship programs took a period of less than 6 months. The duration of training was mostly left to the discretion of the training provider. Similar courses varied in duration with different training providers across the three counties as shown in Table 13 above.

4.3.5 Advertisement Methods for Pre-Apprenticeship Programmes

Respondents were asked to indicate the advertisements they employ in marketing their programmes. The responses obtained are summarized in Table 14 below;

Table 14: Advertisement Methods for Pre-Apprenticeship Programmes

Method of advertisement	Response	Percentage
Flyers/ Posters	50	21.8
Word of mouth	127	55.5
Local FM/ Open forum	18	7.9
Social media	25	10.9
Apply to Supporting organizations	9	3.9
Total	229	100

From Table 14, 56% of the responses revealed that advertisements of the pre- apprenticeship programs on offer was by word of mouth, 22% indicated that flyers and posters were the main method of advertisement. Use of social media and announcements through open forum and local FM radio had 11% and 8% respectively. Only a paltry 4% indicated that the potential trainees were reached through making applications to supporting organizations. Therefore, advertising by word of mouth which included referrals was the most used method of reaching vulnerable youth in Busia, Kilifi and Kitui counties. Providers need to change tact and enhance dissemination of information through online spaces such as social media in order to reach more youth.

4.3.6 Motivation behind Youth Joining Pre-Apprenticeship Programmes

Pre-apprenticeship graduates were asked to indicate the motivation behind selecting their respective training programmes. Responses obtained were summarized in Figure 7 below;

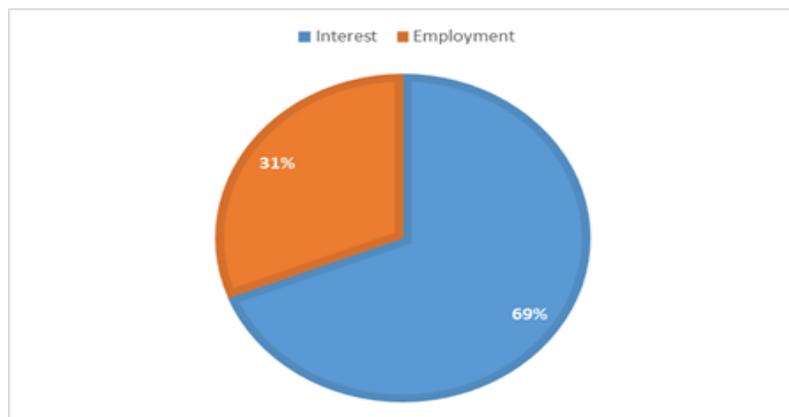


Figure 7: Motivation of Trainees for Enrolling into a Programme

From Figure 7 above, (N=29, 69%) of the respondents indicated that interest was the main motivation in joining the program while (N=13, 31%) indicated that the motivation was employment. The majority of the graduates developed interest as a result of being introduced by family members. It was therefore noted that trainees mainly joined programs that they were interested in regardless of whether they were aligned to national development priorities, marketable or not.

4.4 Existing Pre-Apprenticeship Programs Curricula

The study sought to establish the training guides used in pre-apprenticeship Programs, Main topics covered in each pre-apprenticeship trade, training and assessment methods used, components of pre-apprenticeship curricula and qualifications of pre-apprenticeship trainers.

4.4.1 Syllabus/ Training Guide for Pre-Apprenticeship Programs

The study sought to establish whether the existing pre-apprenticeship Programs used a syllabus/ training guide during training. The finding was 74.1% of training providers used syllabi/training guides for the various courses they offered. A small, but significant percentage (25.9%) was not using any syllabi/training guides in their training. The findings were presented in Figure 8 below;

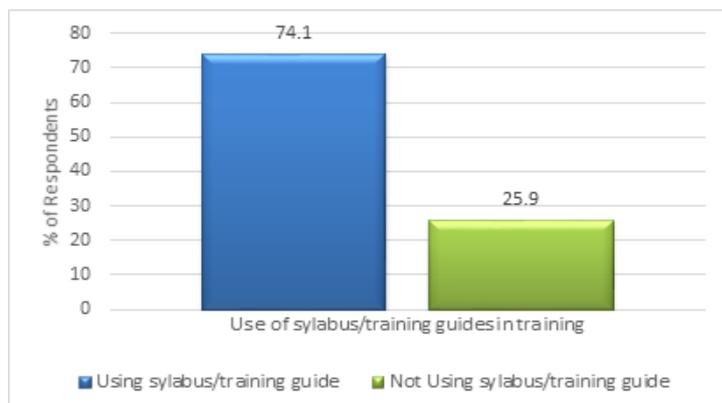


Figure 8: Use of Syllabus/training Guide by Training Providers

Types of Training Guides used for Pre-Apprenticeship Programs

The respondents who indicated that the pre-apprenticeship programs offered used a training guide were further required to indicate the type of training guide used in the training. However, some respondents indicated that a combination of two or more guides was used in the training. The responses are represented in Figure 9 below. Training manuals and training notes emerged as the most frequently used training guides with (N=68, 36.6%) and (N=66, 35.5%) respectively of the total responses followed by curriculum guides at (N=52, 27.9%) of the responses.

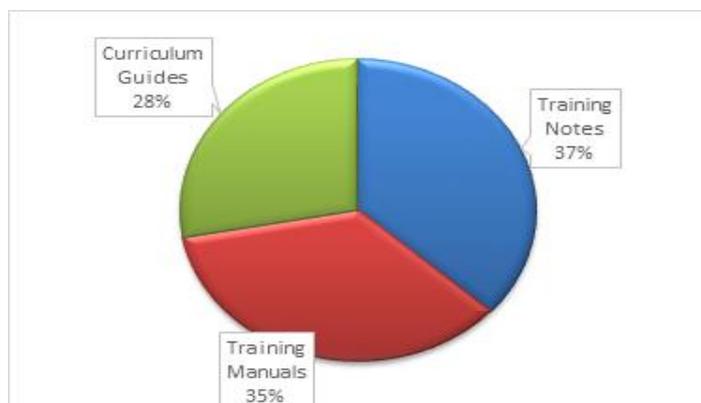


Figure 9: Training Guides Used in Training

4.4.2 Topics Covered in Each Pre-Apprenticeship Course

The main topics covered in the respective trade areas were clearly stipulated in the syllabi and/or training manuals. The topics to be covered for most trade areas were comprehensively outlined. However, the topics in some trade areas such as Motor Vehicle Mechanics, Medical Emergency Response, Plumbing and fitting were quite brief. Table 15 below shows the main topics that were covered for each trade area.

Table 15: Main Topics Covered per Pre-Apprenticeship Course

S/No	Trade Area	Main topics
1.	Garment Making	Cutting of fabrics, Machine operations, Pressing and finishing, Trimming and Quality control, Packaging, Tools and equipment, Boutique work, Knitting
2.	Financial sales	Prospecting for clients, Handling objections, Characteristics of a good salesperson, Behavioral skills, Proactive skills, Future mindset, Core values
3.	Hairdressing and Beauty Therapy	Introduction to hairdressing and beauty, Weaving, Braiding, Hair style, Life skills and first aid, Salon management, Tools equipment and products used, Chemical hair relaxing, Consultation and customer care, Hygiene Safety, Facial and makeup, Hairdressing, Plaiting and braiding, Blow-dry, Customer care services, Hair relaxing and treatment, Dyeing, Draping and client consultation, Cosmetics applications and types, Plaiting

4.	Hospitality and Catering services	Food and beverage types, Bar knowledge, Introduction to food and beverage, Introduction to Catering, Food and beverage production, Personal attributes and hygiene practices, Food and beverage service, Nutrition, Communication, Housekeeping, Workplace safety and prevention of kitchen accidents, Preparations before service, Menu planning, Cooking methods, Attributes of a good chef, Types of equipment, Departments and service methods, Attributes of a good waiter and personal etiquette, Food cost and control, Safety and hygiene, Wine testing, Kitchen administration
5.	Information Communication Technology	Computer packages, Internet, Microsoft excel, Microsoft word, Microsoft publisher, paper cutting, Printing, photocopying, scanning, lamination, binding, Introduction to computers, Computer application, Computers repair, Cyber service
6.	Medical Emergency Response	Basic life support, Tools and equipment, Human body and breathing system, Emergency drugs, Lifting patients
7.	Motor Vehicle Mechanics	Business entrepreneurship, Life skills, Automobile, Tools and equipment, break system, gas welding, preparation of car surfaces code interpretation and identification, Tools and machine operation, Interpretation of labels of wires, Locks repair, panel beating, Wiring, Car diagnosis, Alarm fitting
8.	Plumbing and Pipe Fitting	Safety precautions, Drainage of water, Soil texture, Pipe fitting, Gas piping
9.	Welding	Safety precautions, Introduction to tools, Types of welding, Types of steel, Safety, Joining, Behavior workshop, Hand working, Grinding, filing, painting, Machine and equipment maintenance, Measurement, designs and material preparations, Welding practices -arc welding, Painting and decoration
10	Woodwork	Safety precautions, Joinery, Fitting, Material calculations & quotations, Workmanship, Selection of materials, Making beds, chairs, Conversation of measurements units, Timber curing, Grinding, Machine work
11	Fine Art	Measurements, Mixing of colors, Balancing, perspective, Font types
12	Basketry and Weaving	Identification of the right material, Measurements, Splitting, Patterns, Scrubbing

4.4.3 Training Methods used in Pre-Apprenticeship Programmes

The trainers used different training approaches such as Lecture, Demonstration, Practical and other methods such as simulation to impart appropriate skills and knowledge to the trainees in the different trade areas. Both the trainers and graduates reported a similar pattern and concurred that the most widely used method of training was practical. Since the graduates are expected to acquire appropriate practical skills in their respective trade areas, the extensive use of practical and demonstration training techniques provided the most effective way of training. The findings from this study are therefore consistent with this requirement as shown in Figure 10 below.

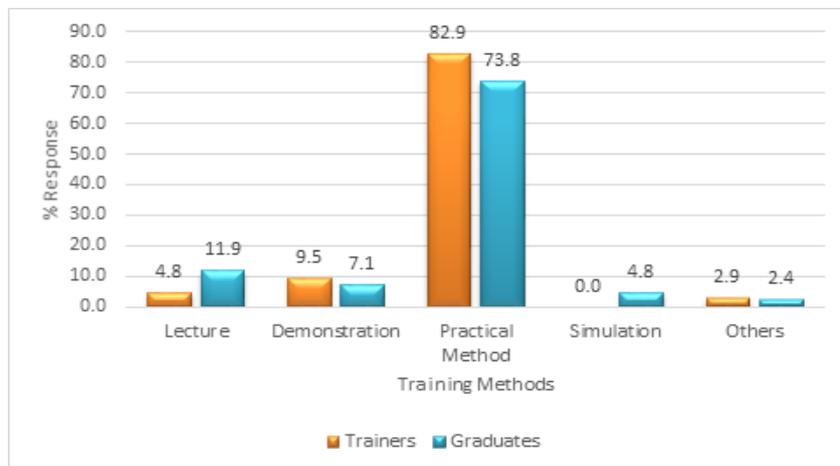


Figure 10: Training Methods used in Pre-Apprenticeship Programmes

4.4.4 Assessment Methods for Pre-Apprenticeship Programmes

The trainers used different methods or combinations of methods to test the skills and knowledge (competence) acquired by the trainees at regular intervals of time. The combination of practical and written test was the most widely used method of assessment while oral tests only and other methods that included projects were the least used as shown in Figure 11 below.

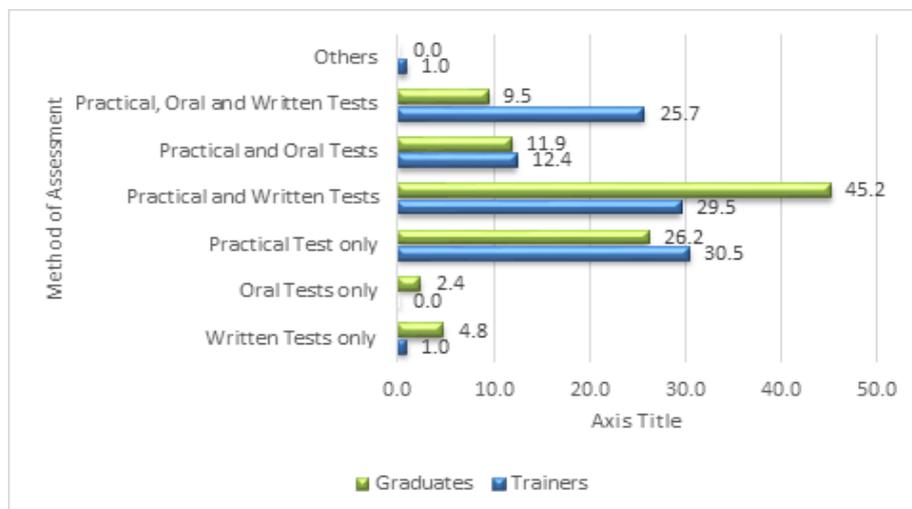


Figure 11: Assessment methods for Pre-Apprenticeship Programmes

In work based training assessment is through practical tests to ascertain the level of competence of trainees. Chairman Busia Jua Kali Association had this as response as regards how trainers assessed the trainees,

‘Even if we give them letters they don’t help. Our interview is mostly based on what one sees and what he is asked to make eg a stool or chair, if he does, they see that he is able. But even if one goes to the government, it does not recognize our letters. They want the certificates, those from polytechnics’.

4.4.5 Involvement of External Assessors in Assessment

External assessors were drawn from government accredited bodies or any other participants other than the programme trainers. 42% of the respondents indicated that external assessors were involved in the assessment processes in their training. The external assessors were involved at various levels in the assessment process. Most trainers stated that the external assessors were mainly involved in practical test administration only. The non-involvement of external assessors in some of the training centers implied that some of the assessment was not adequately objective for monitoring and controlling the quality of training. This could result in graduates with the same levels of training possessing different skills and knowledge in their areas of specialization. Figures 12 and 13 below show the percentage of centers and the main areas of assessment where external assessors were involved respectively.

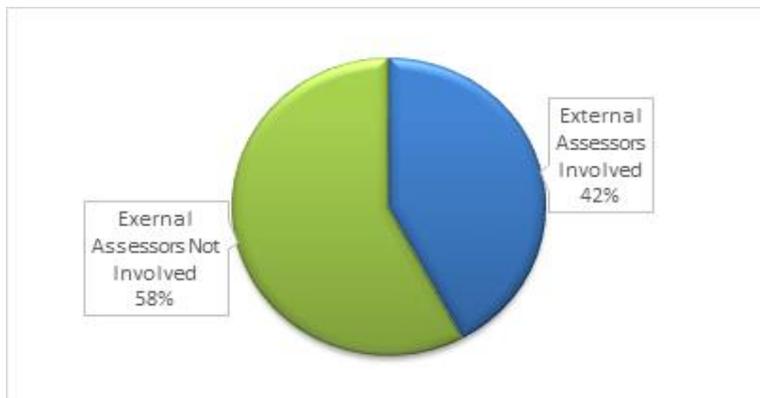


Figure 12: Involvement of External Assessors in Assessment

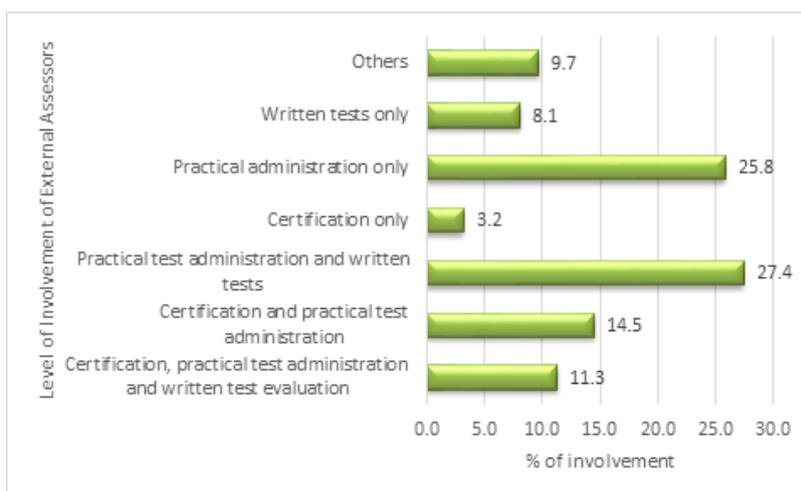


Figure 13: Areas of involvement of external Assessors in Assessment Process

4.4.6 Components of Pre-Apprenticeship Curricula

The key skills components of pre-apprenticeship training were categorized as trade skills, core business skills, mentorship, life skills, communication skills, digital skills and others. Respondents were then asked if they were exposed to or exposed their trainees to the key skill components of pre-apprenticeship training. Both the trainers and graduates provided almost similar responses on four out of the seven key components as shown in Figure 14. Mentorship, digital skills and other skills that included branding, emerging issues, morals and internet literacy seem to be receiving little attention by pre-apprenticeship providers.

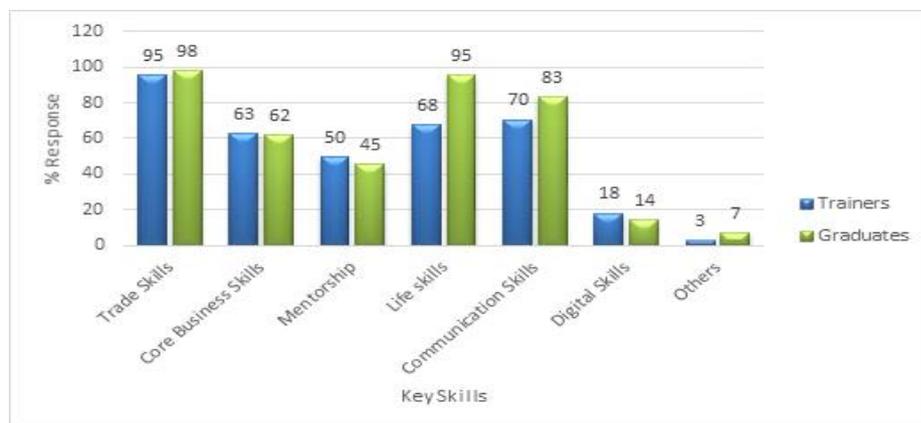


Figure 14: Key Skills Provided at the Pre-Apprenticeship Training Centers

4.4.7 Qualifications of Pre-Apprenticeship Trainers

The highest number of trainers had informal training comprising about 28% of all the trainers interviewed, followed by Diploma and above qualifications comprising 26% of the respondents. Government Trade Test and Craft Certificates comprised about 24% and 17% respectively. TVET trainer qualification framework prescribes trainers to hold a minimum of Craft Certificate qualification and to train at a level lower than their qualification. This implies that out of all the trainers engaged in Pre-apprenticeship training in the three counties, only 43% possess the requisite qualifications. Since the training standards and skills possessed by the trainers with informal qualifications could not be ascertained, it is important for the trainers to consider recognition of prior learning (RPL) and obtain formal certification. Figure 15 below shows the number of pre-apprenticeship trainers and their corresponding qualifications.



Figure 15: Percentage of Trainers with their corresponding Qualifications

4.5 Challenges and Best Practices in offering Pre-Apprenticeship Programs

Majority of the training programmes offered under pre-apprenticeship did not include any formal certification. The standards of some pre-apprenticeship training programmes could not be readily ascertained since some of the trainers did not use any syllabi/training guides and had no formal certification.

4.5.1 Challenges Faced by Pre-Apprenticeship Programmes

Challenges were categorized as those faced by trainers and trainees in Pre-Apprenticeship Programmes in the counties of study.

4.5.1.1 Challenges Experienced by Trainers while offering Pre-Apprenticeship Training

The study sought to establish the challenges encountered by trainers in the provision of pre-apprenticeship training. Trainers' responses were grouped into 6 categories regarding the challenges experienced while offering pre-apprenticeship training. The results were recorded in Table 16 below.

Table 16: Challenges Experienced by Pre-Apprenticeship Trainers

Challenges	Frequency	Percentage
Inadequate / High cost of Resources	66	31
Lack of curriculum/ certification	11	5.2
Social needs by trainees	85	39.9
Market Dynamics	11	5.2
Entry level of trainees	28	13.1
Wastage of resources by trainees	12	5.6
Total	213	100

The responses given in Table 16 indicate that challenges associated with social needs of trainees had the highest mention at 39.9%. The respondents indicated that trainees with babies had difficulties attending training because there was no holding area for kids, lack of interest and patience from trainees to look for paying jobs, trainees felt used to benefit the enterprises while training and challenges in meeting trainee expectations among others. Another category of challenges with 31% was Inadequate and High cost of resources; the trainers indicated that there was Inadequate training tools and equipment for trainees' practice, high rate of equipment breakdown which was costly and difficulties in getting spares parts.

The multiple entry behavior of trainees was a challenge, trainers indicated that it made it difficult for efficient class management, some trainees had never been to school while others dropped out at primary school level hence had difficulty with communication in both English and Kiswahili. Since most of the trainers had engaged the trainees to work in their enterprises, some felt trainees wasted materials and made costly mistakes at the workplace resulting in business losses. Furthermore, the exposure of some trainees was dependent on the market dynamics; when the business was low season the trainees had minimal exposure to practical.

4.5.1.2 Challenges Experienced by Trainees in Pre-Apprenticeship Programmes

The study sought from the pre-apprenticeship graduates to indicate the challenges they faced in pre-apprenticeship training. The respondents indicated inadequate tools and equipment for training, lack of recognition of internal certificates by potential employers, the course duration was short hence the slow learners were being dragged along, communication was a problem and there was no provision of upward skills progression. A welding apprentice was quoted during FGD *“During welding practical because of lack of safety equipment, the eyes are affected by the sparks from the metals.”* **FGD-KIT**

Availability of training providers was a challenge especially in the sparsely populated and semi-arid areas of Kitui County as expressed by a key informant. Some trainees reiterated that the distance from their homes to the training location was far and as such was a challenge to them since there were long contact hours between boys and girls increasing the risk of unplanned pregnancies and consequently dropouts.

4.5.2 Pre-Apprenticeship Best Practices

Table 17 below shows best practices for implementation of pre-apprenticeship programmes identified from the case studies conducted in Busia, Kilifi and Kitui Counties.

Table 17: Best Practices in Pre-Apprenticeship Programmes

County	Area/Process	Best Practices to Implement Pre- Apprenticeship
Kitui Kilifi	Funding	Training cost and monthly stipend in support of trainees travel and upkeep costs met in full or subsidized by supporting organizations.
Kitui Busia Kilifi	Training Methodology	Trainings are conducted in the real world of work i.e Carpentry stalls, welding workshops, Bakeries, Salons and beauty parlous etc Public VTCs utilized funds allocated for learning Institutions for putting up facilities within the institution to improve infrastructure and also for income generation while exposing the trainees to the world of work. Use of local language as a mode of instruction for training was embraced to accommodate trainees with difficulties in English and Kiswahili
Kitui Kilifi	Follow up/ support services	Graduates job placement after the training and basic start up kits provided. Trainers from the corporate and Jua Kali sector indicated the trainees earned when they provided labour for a paid project. Graduates were retained by their trainers as employees at their places of training.
Kitui Kilifi Busia	Enrolment	Multiple admission windows open to all willing youths, PLWDs and vulnerable have equal admission chances

Kitui Kilifi Busia	Assessment	Supported by external assessors and by recognized body
Kilifi Kitui	Certification	Certificates issued by recognized bodies for employability of graduates across the country
Kilifi Kitui Busia	Curriculum	To make the trade skills more beneficial to trainees, training providers had integrated life skills, basic entrepreneurship skills, communication skills and digital literacy in pre-apprenticeship training.
Kitui Kilifi	Babies holding area	Special support for nursing mothers
Kitui Kilifi	Facilities and Infrastructure	Partnerships with Public VTCs for hosting of training programs to address the challenge of facilities and equipment by training organizations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Non formal and informal modes of training of which pre-apprenticeship is part, play a vital role in equipping the youth with skills that sustain their livelihoods. The reforms going on in technical and vocational training are partly cantered on access and equity which such informal provisions support. Pre-apprenticeship programmes suffer a similar stereotype as the formal training. Programmes that have been traditionally perceived to be feminine and vice versa still experience a similar fate.

The actors and beneficiaries of pre-apprenticeship programs believed pre-apprenticeship training was an effective way in equipping vulnerable young people with relevant skills for the job market. Entry level qualifications for similar trade areas across various training providers varied and were largely driven by vulnerability and interest of apprentices. This consequently posed a challenge to trainers in managing a class with trainees with different entry behavior for instance, while some youth had completed secondary education, others in the same class left at primary level or had never been to school.

Pre-apprenticeship provides a variety of programmes that potential youth who were previously underserved by the formal system can pursue. There is need however for the government to support such training by ensuring it puts in place minimum requirements in terms of trainer qualifications and training equipment that should be put in place by providers in order to guarantee quality and later on recognition of competences acquired through such provisions. The courses offered under pre-apprenticeship training seemed to resonate well with the national development priorities, however, the list is not exhaustive going by the available skill sectors. Despite skills like mobile phone repair and event management being popular with vulnerable youth, they had the lowest enrolment because of the limited capacity of available training providers to meet the demand.

The study revealed various facts about curricula components of the existing pre-apprenticeship programmes. These programmes were being implemented with the use of various teaching guides. While some of the training providers had training guides which included syllabus, training manuals, others had no training guide at all. The number of topics per programme across different training providers was not uniform. This was the result of uncoordinated form of training where the choice of curriculum content was left at the discretion of the training provider. The training providers and trainers influenced the course duration and what content needed to be covered in the respective trade areas and this had an influence on overall competencies of pre-apprenticeship graduates.

As a result of poor coordination of pre-apprenticeship training, the actors' in pre-apprenticeship faced various challenges which included meeting social needs of trainees who were vulnerable, lack of recognition of skills offered by potential employers and absence of opportunity for skills progression by graduates. To address the challenges various training providers came up with coping strategies to accommodate and retain pre-apprenticeship trainees for the entire period of training.

5.2 Recommendations

The responsibility of improving pre-apprenticeship training lies with the key stakeholders. Each one of them has to consider the following among other interventions;

5.2.1 The Government and its Agencies

The national and county governments together with state agencies in charge of training and skills development should consider the following;

- Urgently develop the necessary regulations/ laws that specifically target pre-apprenticeship and apprenticeship training in the country.
- Initiate development and standardization of curricula, assessment and training standards in the different pre-apprenticeship trades. The curricula components of the existing pre-apprenticeship programmes lacked uniformity both in specification and quantity in application. Various teaching guides need to be harmonized in order to facilitate effective transfer of knowledge and skills from trainers to trainees.
- Consider registration and licensing of businesses and industries engaged in pre-apprenticeship training. This will enable the government to account for each of the youths who leave formal schooling at different levels and budget for their support where necessary.
- The relevant state agencies should consider periodic quality audits and offer advice on what is expected of a quality training system to pre-apprenticeship providers.
- Government to work with pre-apprenticeship providers and other stakeholders in addressing the stereotypes associated with some programmes and negative perceptions of pre-apprenticeship as a mode of training.
- Certification of pre-apprenticeship graduates is of great importance and urgent. Through recognition of prior learning or any other means, the government should move with speed and map out all pre-apprenticeship graduates in the country and certify them to afford them better bargaining power in wage and salary negotiations with employers. This will also provide them an opportunity for continuous personal development through advanced training.
- Initiate development of curricula to capacity build trainers and programme managers in pedagogical skills and quality assurance.
- Scale pre-apprenticeship programs in order to reach more deserving youths and reduce unemployment.

5.2.2 Pre-Apprenticeship Providers and Trainers/ Master Trainers

- Make efforts towards providing adequate infrastructure and training tools and equipment. This is with the view of promoting quality and relevance of training.
- Work with government and other stakeholders in addressing the stereotypes associated with some programmes and negative perceptions of pre-apprenticeship as a mode of training.
- Work with the government in capacity building Master trainers in pedagogy and their trade areas
- Diversify methods of advertising of programmes/ reaching the youth with special emphasis on use of cyberspace in order to reach more deserving youth

- ❑ The trainers should consider self-sponsored periodic training in order for them to cope up with the changing technology in the world of work.

5.2.3 ILO and other Development Partners

- ❑ Assist in building capacity and synergy among government agencies responsible for training and skills development in order to strengthen pre apprenticeship programmes provision.
- ❑ Support capacity building of pre- apprenticeship providers through training in order for them to improve their delivery skills and cope up with the changing technology.
- ❑ Support efforts to standardize curricula where it is available and development of new curricular where none exists in the various pre- apprenticeship trade areas.
- ❑ Support more research that will promote and sustain decent work in the informal economy.
- ❑ Identify some key sectors in the country and offer support through the Skills for Trade and Economic Diversification (STED) programme. This will support growth and decent employment creation in sectors that have the potential to increase income and better the lives of the youth involved.

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ANNEXES

Annex 1. Profile of Existing Pre-Apprenticeship Providers

KILIFI COUNTY			
Sub County	Training Provider	Ownership Status	Trade Area
Kaloleni Sub County			
Kaloleni	Generations Kenya Programme	NGO	Financial and marketing services
Kaloleni	CAP YEI	NGO	Welding
Kaloleni	Watulizeni Technical college- Generations Kenya Programme	NGO	Sewing Machine Operators
Kilifi North	Seaside fabricators	Public	Welding
Kilifi North	CAPYEI offered at Mkwajuni VTC	NGO	Motor vehicle
Kilifi North	Dream, Act transform	CBO	Event management
Kilifi North	Fred Atzali Seaside Fabricators	Individual/ Jua Kali	Welding
Kilifi North	Jenny Saloon	Individual/ Jua Kali	Hairdressing and beauty
Kilifi North	Jen's Cakes and Pastries	Individual/ Jua Kali	Hospitality
Kilifi North	Kilifi Electrical	Individual/ Jua Kali	Electrical engineering
Kilifi North	Patnas Aloe Vera Products	Individual/ Jua Kali	Processing of beauty products from Aloe Vera
Kilifi North	Zuri Beauty Salon	Individual/ Jua Kali	Hairdressing and beauty
Kilifi North	Gede VTC	Public	Hairdressing and beauty Hospitality Electrical
Kilifi South	Dimples Beauty Parlour	Individual/ Jua Kali	Hairdressing and beauty

Kilifi South	Esgate fashion and design College	Individual/ Jua Kali	Garment making
Kilifi South	Lamkanu welding	Individual/ Jua Kali	Welding
Kilifi South	Nelma Gracious workshop	Individual/ Jua Kali	Woodwork
Kilifi South	Shanel Salon and college	Individual/ Jua Kali	Hairdressing and beauty
Kilifi South	Tewa training Centre	FBO	Hospitality
Magarini	Catholic Institute Motolese	FBO	Hospitality Garment making
Magarini	St Francis Xavier (Catholic institute)	FBO	Hospitality
Magarini	Mapimo VTC	Public	Hairdressing and beauty Masonry
Malindi	Muyeye VTC/ CAP YEI programme	Public	Motor vehicle Hospitality
KITUI COUNTY			
Sub County	Training Provider	Ownership Status	Trade Area
Kitui Central	Cap Youth Empowerment Institute (CAP-YEI)	NGO	Hospitality Hairdressing and beauty
Kitui Central	Darling Salon	Individual/ Jua Kali	Hairdressing and beauty
Kitui Central	Darling Beauty Training Centre	Corporate	Hairdressing and beauty
Kitui Central	Darmco trading	Individual/ Jua Kali	ICT
Kitui Central	Denmill Cyber	Individual/ Jua Kali	ICT
Kitui Central	dressmaking and tailoring	Individual/ Jua Kali	Dressmaking and Tailoring
Kitui Central	Ebenezer salon	Individual/ Jua Kali	Hairdressing and beauty

Kitui Central	Emergency medical response limited	Corporate	Medical Emergency response
Kitui Central	ICT	Individual/ Jua Kali	ICT
Kitui Central	Mulango VTC	Public	Masonry, Garment making
Kitui Central	Polali Catering College	Individual/ Jua Kali	Catering
Kitui Central	Polymath international furniture, Mwingi town	Individual/ Jua Kali	Woodwork
Kitui Central	Purity Beauty Salon	Individual/ Jua Kali	Hairdressing and beauty
Kitui Central	Rald digital solutions	Individual/ Jua Kali	ICT
Kitui Central	Shemindo metal works	Individual/ Jua Kali	Welding
Kitui Central	Syombuku VTC	Public	financial services sale
Kitui Central	Trade links, Nakuru	Corporate	Garment making
Kitui East	Generations Kenya	NGO	Financial services sales
Kitui East	VTC	Public	Garment making
Kitui South	Breakthrough Salon	Individual/ Jua Kali	Hairdressing and beauty
Kitui South	Brenda Dressmaking	Individual/ Jua Kali	Garment making
Kitui South	Celltech team	Individual/ Jua Kali	Phone repair
Kitui South	Cross-Over Computers	Individual/ Jua Kali	ICT
Kitui South	Dalavo Kinyozi and salon	Individual/ Jua Kali	Hairdressing and beauty
Kitui South	Executive Salon And Kinyozi	Individual/ Jua Kali	Hairdressing and beauty
Kitui South	Gibtech Computer Solutions	Individual/ Jua Kali	ICT

Kitui South	Hairdressing and Beauty Therapy	Public	Hairdressing and beauty
Kitui South	Knitting	Individual/ Jua Kali	Knitting
Kitui South	Kwa Rose Dress Making	Individual/ Jua Kali	Garment making
Kitui South	Metal Processing Technology	Public	Metal work
Kitui South	Plumbing and Pipe Fitting	Individual/ Jua Kali	Plumbing and pipe fitting
Kitui South	Sonnet Muthomo enterprises	Individual/ Jua Kali	tailoring and dress making
Kitui South	Welding and Fabrication	Individual/ Jua Kali	Welding
Kitui South	Mutomo VTC	Public	Hospitality, Masonry, Motor vehicle, Garment making
Kitui South	Ikutha Vocational Training Center	Public	Motor vehicle Masonry and carpentry
Kitui South	Southern Technical Training School	Individual/ Jua Kali	Motor vehicle mechanic plumbing
Mwingi Central	Beatrice Fashion	Individual/ Jua Kali	Garment making
Mwingi Central	Keenja Training Institute	Individual/ Jua Kali	ICT
Mwingi Central	Muyathi Hairdressing And Beauty	Individual/ Jua Kali	Hairdressing and beauty
Mwingi Central	Mwingi Mastery College	Corporate	Building construction Hairdressing and beauty
Mwingi Central	Ngumba Nacent Electrical	Individual/ Jua Kali	Electrical installation
Mwingi Central	Romano Salon	Individual/ Jua Kali	Hairdressing and beauty
Mwingi Central	Sky way hotel	Individual/ Jua Kali	Hospitality

Mwingi Central	Utukufu salon	Individual/ Jua Kali	Hairdressing and beauty
Mwingi Central	Mwingi Baptist VTC	Public	Welding, Garment making Hairdressing and beauty Building construction Woodwork
BUSIA COUNTY			
Sub County	Training Provider	Ownership Status	Trade Area
Teso North	Atamit Woodshop	Individual/ Jua Kali	Woodwork
Teso North	Jireh Boutigue	Individual/ Jua Kali	Garment making
Teso North	Royco Friends SHG	Individual/ Jua Kali	Masonry
Teso North	Museveni Furniture Makers	Individual/ Jua Kali	Woodwork
Teso North	Makueni Cushion Makers	Individual/ Jua Kali	Woodwork
Teso North	Nawanga Engineering	Individual/ Jua Kali	Welding
Teso North	Shell Garage	Corporate	Motor vehicle
Teso North	Auto Technical Garage	Individual/ Jua Kali	Motor vehicle
Teso North	Teso North Arereng Youth CBO	CBO	Garment making
Teso North	Costel Computer Centre	Individual/ Jua Kali	ICT
Teso North	Malaba Unique Autoworks	Individual/ Jua Kali	Motor vehicle
Teso North	Designer Malaba	Individual/ Jua Kali	Welding
Teso North	Malaba Motorcycle Repair	Individual/ Jua Kali	Motorcycle Repair

Teso North	Best Lady Saloon	Individual/ Jua Kali	Hairdressing and beauty therapy
Teso North	Onyunyur VTC	Public	Woodwork
Teso North	Cabeo Auto Garage	Individual/ Jua Kali	Motor vehicle
Teso North	Best Lady Saloon	Individual/ Jua Kali	Hairdressing and beauty
Matayos	Busia Basketry and Weaving	Individual/ Jua Kali	Basketry and Weaving
Matayos	Busia Jua Kali	Individual/ Jua Kali	Motor vehicle
Matayos	Michael Owuor Welding Works	Individual/ Jua Kali	Welding
Matayos	Busia Fine Art	Individual/ Jua Kali	Fine Art

Annex 2: Profile of additional Pre- Apprenticeship Training Providers (did not participate in the Study)

County	Sub county	Training provider	Ownership	Trade area
Kilifi	Kilifi South	Anderson kalume welding	Individual/ Jua Kali	Welding
Kilifi	Kilifi South	Alibaba salon	Individual/ Jua Kali	Hairdressing and beauty
Kilifi	Kilifi South	Hamisi and Ouma enterprises	Individual/ Jua Kali	Welding and Mechanics
Kilifi	Kilifi South	Gertrude kazungu and Ester designers	Individual/ Jua Kali	Tailoring
Kilifi	Kilifi South	Elisha garment	Individual/ Jua Kali	Hair dressing
Kilifi	Kilifi North	George Shagi	Individual/ Jua Kali	Electrical
Kilifi	Magarini	Gongoni ACK, Heri Polytechnic Malindi	Public	Hospitality
Kilifi	Kilifi North	Kwetu Training Centre based at Mtwapa	Public	Hospitality
Kitui	Mwingi Central	Ciampiu Youth Polytechnic Mwingi North	Public	1. Carpentry, 2. Masonry 3. Welding 4. Garment making
Kitui	Kitui Central	Denmill services	Individual/ Jua Kali	ICT
Kitui	Kitui South	Gibson college	Individual/ Jua Kali	ICT
Kitui	Kitui South	Acacia hotel	Corporate	Food Production
Kitui	Kitui South	Executive salon	Individual/ Jua Kali	Hairdressing and beauty
Kitui	Kitui Central	Kasarani college	Corporate	Hospitality
Kitui	Kitui Central	Caritas	FBO	Agriculture
Kitui	Kitui Central	Kavuvuwani Furnitures	Individual/ Jua Kali	Masonry and Carpentry

Kitui	Kitui South	Mzee Kembo garage	Individual/ Jua Kali	Welding
Kitui	Kitui East	Kenya Israel technical college	Corporate	Garment Making
Kitui	Mwingi Central	Kiio Vocational Training Center	Public	Motor vehicle Masonry Dress making
Kitui	Kitui Central	Kips college of professional studies	Corporate	ICT Mechanics
Kitui	Kitui Central	Kitui Youth polytechnic	Public	ICT
Kitui	Kitui Central	Kyalo Hairdressing College	Individual/ Jua Kali	Hair dressing
Kitui	Kitui South	Kyatuni VTC	Corporate	metal processing
Kitui	Mwingi Central	Kyuso enterprise	Individual/ Jua Kali	ICT and installation of CCTV
Kitui	Mwingi Central	Kyuso VTC	Public	Carpentry ICT Tailoring
Kitui	Kitui Central	Mercy skills Dressmaking and hair dressing	Individual/ Jua Kali	Hair dressing
Kitui	Mwingi Central	Mui Vocational College	Public	Welding and Mechanic
Kitui	Mwingi Central	Patience and Muyathi Salon	Individual/ Jua Kali	Hairdressing and beauty
Kitui	Kitui South	Rossi dress making	Individual/ Jua Kali	Dress making
Kitui	Kitui Central	St. Columbus Mutune, Kitui Central	Public	Welding
Kitui	Kitui South	Star point dress Making	Individual/ Jua Kali	Dress making
Busia	Matayos	Top -Kicks Art and Design	Individual/ Jua Kali	Fine Art
Busia	Matayos	Busia VTC	Public	Carpentry

Busia	Teso North	Njoroge Motor Mechanics	Individual/ Jua Kali	MVM
Busia	Teso North	Amagoro VTC	Public	Masonry
Busia	Teso North	Okunyuk Motorcycle Repair	Individual/ Jua Kali	Motorcycle Repair
Busia	Teso North	Kamer Computer Centre	Individual/ Jua Kali	ICT
Busia	Teso North	Katakwa Tailoring	Individual/ Jua Kali	Garment Making
Busia	Teso North	Mwingi Wood work	Individual/ Jua Kali	Carpentry
Busia	Teso North	Nyakwar Sirisia Atoworks	Individual/ Jua Kali	MVM

APPENDICES

Appendix 1: Focus Group Discussion Guide for Graduate Apprentices

RAPID SCOPING STUDY ON PRE-APPRENTICESHIP PROGRAMS FOR VULNERABLE AND MARGINALIZED YOUTH IN KILIFI, KITUI AND BUSIA COUNTIES OF KENYA

Focus Group Discussion Guide for Graduate (apprentices) who have graduated from pre apprenticeship training from Business/Organizations and Vocational Training Centres

Technical and Vocational Education and Training Authority in conjunction with the ILO is conducting a survey on the existing pre-apprenticeship training providers in Kenya. The findings of the survey will inform policy meant to support apprenticeship training in the country. You have been identified as one of the respondents and we request for your honest views in relation to apprenticeship training. The information provided will solely be used for the purpose of the study.

Questions

1. Name of County: Kilifi Kitui Busia.....
2. Name of sub-county. (Use county drop down)
3. What is the trade area that you trained in?
4. How many were you in your respective places of apprenticeship?
5. Were there any special considerations made on you before joining the programme?
Probe for Vulnerability issues, disability, any special need e.g. teenage pregnancy, child worker etc.
6. How did you learn about the apprenticeship programme?
7. Why did you choose the programme?
Probe further (Prior information, motivation).
8. Did you require any prior qualification before joining the programme? Probe for certificates, grades, age, etc.
9. What are the main topics that you covered during the training? List five....
10. How long did the programme take to complete?
11. Did you follow any guidelines on what to cover during the programme? probe for manuals, training guides
12. How were you examined on your level of competences while undertaking the programme? Probe for details on assessment, examination, graduation, certifications etc.
13. Did you find the pre-apprenticeship programmes beneficial to you? In what way? Probe for details.
14. How are you applying the acquired skills in your present place of work? Probe for relevance of the training, whether skills are being applied in the same trade area they trained in
15. Did you experience any challenges while undertaking the apprenticeship programme?
Probe for details.

16. Are there any follow-up/support mechanisms on the apprentices once one finishes the training?
17. Do you have any other additional thoughts or observations regarding how pre-apprenticeship programmes can be improved in the country?

Thank you for your time.

Appendix 2: Key Informant Interview Guide

RAPID SCOPING STUDY ON PRE-APPRENTICESHIP PROGRAMMES FOR VULNERABLE AND MARGINALIZED YOUTH IN KILIFI, KITUI AND BUSIA COUNTIES OF KENYA

Interview schedule for Key Informants /Managers of Business/Organization and Vocational Training Centres

Introduction

Technical and Vocational Education and Training Authority in conjunction with the ILO is conducting a survey on the existing pre-apprenticeship training providers in Kenya. The findings of the survey will inform policy meant to support apprenticeship training in the country. You have been identified as one of the respondents and we request for your honest views in relation to apprenticeship training. The information provided will solely be used for the purpose of the study.

1. Name of County: Kilifi Kitui Busia.....
2. Name of sub-county. (Use county drop down)
3. What is the name of the training /apprenticeship provider.....?
4. What kind of services/support do your organization/business offer to the youth? Probe for any support in pre apprenticeship training?
5. Are you aware of other organizations that offer pre-apprenticeship programmes and the skill sectors?
Probe for the Nature of apprenticeship (Pre-apprenticeship/Apprenticeship)
6. What skill sector is your business/training programme involved in? Probe for skills areas e.g. plumbing, Tailoring and dress making, Electrical, Mechanical Masonry
7. How many trainees do you support in pre-apprenticeship programmes? Probe for the gender composition (Male, Female and those with special needs)
8. What considerations do you make before admitting the youth in to the programme?
Probe for vulnerability, marginalization, gender, special needs and any other
9. What is the general age distribution among the trainees that participate in your pre-apprenticeship programmes on offer?
10. How do the youth learn about your apprenticeship programmes on offer?
Probe for any form of advertising e.g. Word of mouth, Flyers, Social media, sms

11. What are the main topics covered in your trade area? List five...
12. What is the main methods of training? List at least three methods....
13. What duration do the apprentices take to complete the pre-apprenticeship programme?
14. What are the assessment methods used to evaluate the various pre-apprenticeship competences?
15. Do you have any follow up mechanisms on the trainees who exit from the programme?
16. Are there guidelines and or resource materials developed for the programme? Probe for sources, curriculum guides, training annuals.
17. Do you experience any challenges while supporting the youth through the pre-apprenticeship Programmes? Probe further for particular challenges mentioned.
18. Do you have any other additional thoughts and observations regarding how pre-apprenticeship programmes can be improved in the country?

Thank you for your time.

Appendix 3: Structured Questionnaire for Trainers

RAPID SCOPING STUDY ON PRE-APPRENTICESHIP PROGRAMS FOR VULNERABLE AND MARGINALIZED YOUTH IN KILIFI, KITUI AND BUSIA COUNTIES OF KENYA

Structured Questionnaire for Business/Organization and Vocational Training Centres Trainers

Technical and Vocational Education and Training Authority in conjunction with the ILO is conducting a survey on the existing pre-apprenticeship training providers in Kenya. The findings of the survey will inform policy meant to support apprenticeship training in the country. You have been identified as one of the respondents and we request for your honest views in relation to apprenticeship training. The information provided will solely be used for the purpose of the study.

Questions

A. Existing pre-apprenticeship training providers in the county

1. Name of County: Kilifi Kitui Busia.....
2. Name of sub-county. (Use county drop down)
3. What is the name of the training /apprenticeship provider.....?
4. What is the ownership status of the training provider? *Tick one that applies.*
 - a) Public b) Faith based c) Individual d) NGO e) Corporate f) CBO
5. How many trainees do you have?
 - a) Male b) Female
5. How many trainees have special needs? (indicate the number)

Special needs (disability, vulnerability, under age etc.)
If not zero, indicate the nature of the special need...

A. Skill sectors

6. What skills sector/trade area are you involved in?
 - a) Woodwork
 - b) Garment making

- c) Hospitality
- d) Motor vehicle
- e) Welding
- f) Metal work
- g) Hair dressing and beauty
- h) Any other, state....

7. Are the facilities sufficient for the trade area that you are training?

A) Yes..... B) No....

8. Are you aware of other organizations/businesses that offer pre-apprenticeship training in your county?

a) Yes ... b) No....

If yes, please indicate their name and skills areas they offer. (indicate1)

B. Entry qualifications and duration of the existing programs

9. What are the minimum entry requirements for admitting trainees into your programmes?

10. What special considerations are made while admitting trainees to the programme?

- a) Vulnerability
- b) Gender
- c) Resources
- d) None

11. Do you provide any prior information about the training?

Yes No

12. How does your organization promote/advertise the apprenticeship programme to the youth/?

- a) Word of mouth
- b) Flyers
- c) Social media
- d) Apply to Supporting organizations
- e) Sms
- f) none

13. How long does the programme take to complete?

C. Existing pre-apprenticeship programs' curricula

14. Do you use a specific syllabus (training guide)?

A) Yes.... B) No If yes, please indicate (Tick all that applies)

- a) Curriculum guide
- b) Training manual
- c) Training notes
- d) Others (specify)

15. What are the main topics covered in your trade area? List five....

- i.
- ii.
- iii.
- iv.
- v.

16. What is your highest level of qualification?

- a) Informal
- b) Trade test
- c) Artisan
- d) Craft Certificate
- e) Diploma and above

17. What key components of the apprenticeship training do you offer? Tick all that apply.

- a) Core business skills
- b) Mentorship

- c) Life skills
 - d) Communication skills
 - e) Digital skills
 - f) Any other, specify
18. What is the main method of training? Tick one
- a) Lecture
 - b) Demonstration
 - c) Practical method
 - d) Simulation
 - e) Any other, specify
19. How do you assess the trainee's competences? Tick all that apply.
- a. Practical test
 - b. Oral test
 - c. Written test
 - d. None
 - e. Any other, specify.
20. Does your organization involve external assessors? Yes or No
21. If yes, what is the level of their (external assessors) involvement. (Tick all that applies)
- a) Practical test administration
 - b) Certification
 - c) Written test Evaluation
 - d) Other (specify)
22. What kind of follow-up/support does your organization offer to the apprentices once they exit from the programme?
- a) Skills support
 - b) Startup kits
 - c) Mentorship
 - d) Business linkages
 - e) Job placement
 - f) None
 - g) Any other, specify
23. What main challenges do you experience while offering the apprenticeship programmes? List three.....
- i.
 - ii.
 - iii.
24. How does your organization benefit (if any) from the apprenticeship program? (tick all that applies)
- a) Stipend / fees
 - b) Labour
 - c) Recognition
 - d) Any other, specify
 - e) None

Appendix 4: Structured Questionnaire for Pre-Apprenticeship Graduates

RAPID SCOPING STUDY ON PRE-APPRENTICESHIP PROGRAMS FOR VULNERABLE AND MARGINALIZED YOUTH IN KILIFI, KITUI AND BUSIA COUNTIES OF KENYA

Structured Questionnaire for Business/Organization and Vocational Training Centres Apprenticeships graduates

Technical and Vocational Education and Training Authority in conjunction with the ILO is conducting a survey on the existing pre-apprenticeship training providers in Kenya. The findings of the survey will inform policy meant to support apprenticeship training in the country. You have been identified as one of the respondents and we request for your honest views in relation to apprenticeship training. The information provided will solely be used for the purpose of the study.

Questions

A. Existing pre-apprenticeship training providers in the county

1. Name of County: Kilifi Kitui Busia.....
2. Name of sub-county. (Use county drop down)
3. What is the Gender of the respondent? a) Male b) Female c) PWD
4. What was the name of your training /apprenticeship provider
5. What is the ownership status of the training provider? (*Tick one that applies.*)
a) Public b) Faith based c) Individual d) NGO e) Corporate f) CBO
6. How many trainees were you at the time of your training? (Indicate the no. Per gender)
a) Male b) Female c)PWD

B. Skill sectors

7. What skills sector/trade area did you train?
 - a) Woodwork
 - b) Garment making
 - c) Hospitality
 - d) Motor vehicle
 - e) Welding
 - f) Metal work
 - g) Hair dressing and beauty
 - h) Any other, state....
8. Were the facilities sufficient for the trade area that you were training on?
 - a) Yes b) No
9. Are you aware of other organizations/businesses that offer pre-apprenticeship training in your county? a) Yes ... b) No.... If yes, please indicate their name and skills areas they offer. (indicate1)
10. Do you consider the skills you acquired relevant to your current occupation?
 - a) Yes b) No

C. Entry qualifications and duration of the existing programs

11. What was the minimum entry requirements for admitting trainees into your programmes? (state)
12. What were the special considerations for admitting you to the training programme?
 - a) Vulnerability
 - b) Gender
 - c) Ability to pay fees.
 - d) Age
 - e) None
 - f) Other (specify).....
13. How did you first learn about the apprenticeship programme t?

- a) Word of mouth
- b) Flyers
- c) Social media
- d) Apply to Supporting organizations
- e) Sms
- f) None
- g) Other (specify)

14. What was the main motivation for choosing the program? (Indicate 1)

15. How long was the training programme? (Indicate no.)

D. Existing pre-apprenticeship programs' curricula

16. Was there a specific syllabus (training guide) used during your training? A) Yes....B)No

If yes, please indicate (Tick all that applies)

- a) Curriculum guide
- b) Training manual
- c) Training notes
- d) Others (specify)

17. What were the main topics covered in your trade area? List five....

- i.
- ii.
- iii.
- iv.
- v.

18. Did you require any prior qualification before joining the curriculum?

- a) Yes b) No

19. What was your highest level of education before joining the apprenticeship program. (Tick one)

- a) Primary
- b) Secondary
- c) Tertiary and above
- d) None

20. What key components of the apprenticeship training were you trained on? Tick all that apply.)

- a) Core business skills
- b) Mentorship
- c) Life skills
- d) Communication skills
- e) Digital skills
- f) Any other, specify

21. What was the main method of training? (Tick one)

- a) Lecture
- b) Demonstration
- c) Practical method
- d) Simulation
- e) other, specify

22. How were you assessed on the level of your competences? (Tick all that apply.)

- a) Practical test
- b) Oral test
- c) Written test

23. Were external assessors used during assessment?

- a) Yes b) No

If yes, what was the level of their (external assessors) involvement. (Tick all that applies)

- a) Practical test administration
 - b) Certification
 - c) Written test Evaluation
 - d) Other (specify)
24. What kind of follow-up/support did you receive from your training provider after exiting from the programme? (Tick all that apply)
- a) Skills support
 - b) Start up kits
 - c) Mentorship
 - d) Business linkages
 - e) Job placement
 - f) None
 - g) other, specify
25. What main challenges did you experience while undertaking the apprenticeship programmes?
List three
- i.
 - ii.
 - iii.
26. How did you directly benefit (if any) from the apprenticeship program? (tick all that applies)
- a) Stipend
 - b) Job placement
 - c) Certification
 - d) Skills for business
 - e) None
27. In your opinion, what should be done to improve pre-apprenticeship programmes in your area?



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