A Critical Survey On Enrollment In Youth Polytechnics In Kisii Central District, Kenya.

Elijah Maronga, Elkana Asuma Maroria, Edwina Nyikal

Abstract: What factors prompt trainees to enroll in youth polytechnics? What informs trainees' choice of particular courses for study? These are questions this descriptive survey research sought to address among youth polytechnics in Kisii Central District, Kenya. The district had 13 youth polytechnics and 603 trainees. Stratified random sampling technique was used to select a sample of 203 trainees while all 13 managers, one from each youth polytechnic participated in the study. The findings of the study showed that enrollment in youth polytechnics was mainly influenced by the trainees' inability to pursue formal education at secondary school level because of lack of tuition fees; the trainees' inability to attain secondary school admission requirements; need to acquire skills for employment; and advanced age of the pupils while in primary school due to repetition. Trainees chose courses because they perceived that such courses would help them secure employment or become self employed. The study recommended that trainees from poor economic backgrounds be made aware of the possibility of obtaining funds in form of bursaries from the Constituency Development Fund (CDF) to help them complete their studies at the youth polytechnics; that the government and youth polytechnic management should ensure that relevant equipments and facilities are provided to facilitate high quality training in the youth polytechnics; and that youth polytechnics should tailor their training programs around courses that will support self reliance upon completion.

Index Words: Enrollment; Technical, Vocational Education and Training (TVET); Youth Polytechnics.

1.0 INTRODUCTION

Formal education gained a lot of prominence in Kenya after independence resulting into unemployment among many primary school leavers and those who had dropped out of primary school education prematurely (Bogonko, 1992). The government further fuelled the problem of students dropping out of school through the introduction of cost-sharing policy at secondary school level. This condition became burdensome to many parents especially those from poor backgrounds as they withdrew their children from learning institutions (Republic of Kenya, 1992). The high rate of unemployment became a prime factor in generating the renewed interest in vocational oriented education. This led to the development and popularization of the concept of youth polytechnics which dates back to 1960's (Republic of Kenya, 1988). Youth Polytechnics are basic education institutions intended to offer primary school leavers opportunities to acquire quality skills and knowledge while at the same time providing avenues and paths for attaining higher education through technical and vocational education system. They also equip the youth with technical and entrepreneurial skills to enable them to unleash their entrepreneurial capacity and to fully exploit local community resources for employment creation (Kamau, 2013). Technical, vocational education and training (TVET), is education and training aimed at equipping trainees with practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupation or trade (UNESCO, 1997).

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The National Council of Churches of Kenya (NCCK) launched the youth polytechnics, which were to provide skills to a massive body of primary school leavers and dropouts in their local communities (Thompson, 1983). Youth polytechnics were designed to provide rural youths with skills that could be used in the local economy. They could provide practical training, linked with production and assist in the formation of a cadre of trained artisans for self-employment (ILO, 2001). The Government of Kenya established a number of youth polytechnics, especially in the areas that were characterized by high population and low incomes (National Development Plan, 1997-2001). There are now over 600 youth polytechnics, most of which are small training centers that provide local youths with an opportunity to learn practical skills, usually in masonry, carpentry, tailoring, dressmaking, knitting, home economics and animal husbandry. These courses provide both theory and manipulative skills which enable the trainees to be self employed in the rural or urban areas (UNICEF, 2000). The success of Vision 2030, whose major objective is to transform Kenya into an industrial middle income country by the year 2030 will be achievable when youths who are unable to proceed to secondary school, those who drop at secondary school or those who do not qualify for further education after secondary school are well trained in technical, vocational and entrepreneurial skills to equip them with relevant skills that will enable them participate fully in productive activities (Government of Kenya, 2007). According to Republic of Kenya (1999), technical and vocational education had become generally recognized as an integral element of education for all in Kenya and that concerted efforts had been made to implement programs aimed at identifying and forecasting skill training demands and training requirements of the emerging trades based on rapid technological transformation. In the year 2000 youth polytechnics were classified as strategic institutions whose training programs needed to be made operational and sustaining so as to enhance the technical skills training capacity within the rural areas, (Government of Kenya 2001). Onderi, et al. (2014) noted that skill training is important for sustainable industrialization and poverty reduction in terms of creating a critical mass of technically and entrepreneurially qualified people, who are able to

stimulate investment opportunities, create jobs and increase competitive productivity. A noticeable increase in enrollment of trainees was witnessed in Kisii County between the year 2006 and 2014. Within that period, enrollment rose from 603 in 2006 to 2900 trainees in 2014 (Kisii County Youth Training Office, 2014). Youth Polytechnics also grew from 11 in 2006 to 30 institutions in 2014. Youth polytechnics have contributed significantly in absorbing primary school leavers and dropouts who could not complete secondary education. Despite the fact that youth polytechnics provide education at low cost, there could be other possible reasons that would explain increased enrollment. There is a lack of knowledge on the reasons that influence enrollment in Kisii Central District youth polytechnics.

The specific objectives of study are to establish:

(i) Factors that prompted trainees to enroll in youth polytechnics.
(ii) The reasons why trainees chose particular courses.
(iii) The economic background of the trainee's parents/guardians.

The following research questions guided this study:

(i) What factors influenced trainees to enroll in youth polytechnics?
(ii) Why did the trainees choose particular courses?
(iii) What are the economic backgrounds of the trainees' parents/guardians?

2. LITERATURE REVIEW

2.1 World perspective of youth polytechnics

Technical, vocational education and training continues to play an important role in achieving sustainable human development by ensuring that learning needs of all young people are met through equitable access to appropriate learning and life skills programs. In the final report of the 2002 world summit on sustainable development, emphasis was made on the need for all countries and international agencies to meet capacity needs for training, technical know- how and strengthening national institutions in economically viable, socially acceptable and environmentally sound development in order to eradicate poverty, create employment, improve human health and access to safe water and hygienic sanitation, and foster the use of technologies for cleaner production and renewable energy (UNESCO, 2006). According to UNESCO (2011), in most African countries, primary enrolment has significantly increased, but general secondary education does not have enough space to accommodate all primary school graduates. Therefore, one the ways to respond to the growing demand for relevant education is to device new TVET strategies for the youth to access the world of work. However TVET is still underserved in most African countries. In this connection, one of the most challenging tasks is to change attitude towards TVET among stakeholders, including policy makers and service providers, as well as parents, teachers and the public. Technical, vocational education and training is an important tool of public policy. It can support economic growth and poverty alleviation; facilitate the transition of young people to decent work and adulthood; improve the productivity of existing workers and allow for the reinsertion of the unemployed into work; assist in reconstruction after conflict and disasters; and promote social inclusion (UNESCO, 2013). In its endeavor to promote and expand TVET worldwide, the World Bank has financed the establishment of TVET projects in major Chinese towns aimed at improving quality and relevance of TVET by strengthening and institutionalizing the link between schools and industry; improving school management; developing the competency based training programs; improving teacher quality; improving teaching and teaching assessment and improving facilities and equipment (World Bank, 2012). A study by the World Bank (2002), reviewed the vocational education among six OED countries and found that some countries such as Germany had an enterprise based model with contractual apprenticeships. Apprenticeship contracts were normally signed on completion of lower school and training comprised of an alternate between theoretical education in a school context and practical training in an enterprise. In Finland, vocational education and training is provided in separate schools with workshops of practical training, and in order to get more real life experience placement for shorter or longer periods in enterprises are often arranged. However, in Ireland, Canada and USA the same study noted that vocational training courses were given in full time or part-time in comprehensive school attended by students who desire to proceed to university and those who want a skilled worker's certificate for world of work. In Norway, the study established that a combination of school based vocational education and ordinary apprenticeship contracts model is used. Here vocational education was full time school based where emphasis was on broad based practical and theoretical education within wide vocation fields, for example, mechanics, technology, trade and commerce. In spite of organizational differences and priorities among the countries, more emphasis is given to providing students with basic vocational education and training.

2.2 Youth polytechnics enrollment

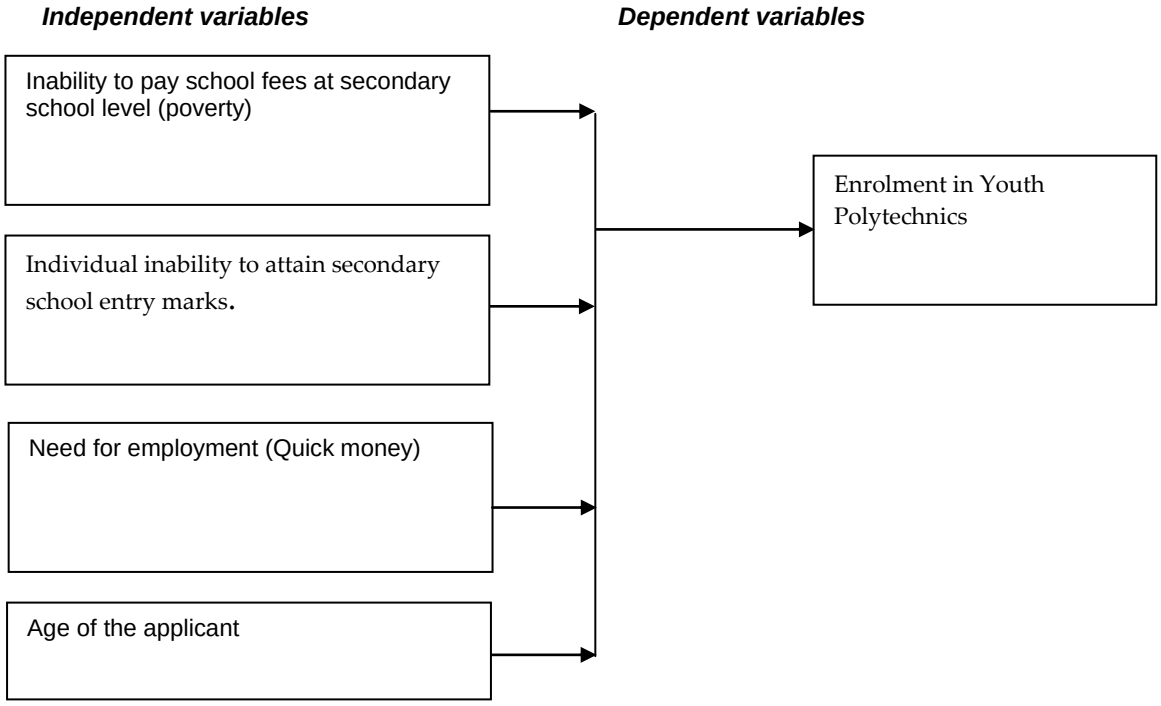
According to the Ministry of education, science and technology (2013), the government undertook to mainstream youth polytechnics into the national education and training framework and reposition them to play an effective role in the development of youth for employment and lifelong learning with the major objective of promoting skills acquisition through competency-based training with proficiency assessment for employment, sustainable livelihood and responsible citizenship. This is reinforced by the fact that among the key flagship projects for achievement of Kenya vision 2030 is the revitalization of youth polytechnics to facilitate the training of youth in technical, vocational and entrepreneurial skills so as to enhance their productivity and deal with advances in technology. Nganga (2010) asserts that Kenya is to spend US$56 million in donor funding to strengthen vocational and technical training countrywide and help boost the country's skills base. Youth polytechnics will be expanded and those that had become rundown be revived. This will see a rise in number of trainees enrolled and improved access to training among the youth. He recommended that adequate infrastructure should be provided in Kenyan youth

polytechnics to equip them for advanced functional training and that a campaign be made to enlighten the Kenyans about the importance of vocational education. The purpose is to attract increased enrollment of trainees for skills training among the youth.

2.3 Theoretical framework

This study investigated the factors that influenced youth polytechnic enrollment in Kisii Central District. Therefore, the human capital theory in technical and vocational education guided this study. This theory asserts that additional education or training increases an individual's productivity and useful knowledge and technology level so that it increases individual's lifelong income (Ji-Hun & Hea-Jung, 2012). OED (2001) defines human capital as the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well being. Any effort to increase human knowledge, enhance skills, productivity and stimulate resourcefulness of individuals is referred to as human capital development (HCD) (Rufai, et al., 2013). The most important outcome of an effective HCD system is that it opens up decent employment opportunities by enhancing worker's abilities to secure and retain jobs, progress at work and cope with the change. HCD has also emerged as the primary and most effective means for reducing chronic poverty, reducing gender-oriented and inter-generational income inequalities (Kazmi, 2007). Amaehule and Enyakit (2010) point out that effective vocational education programs will inculcate the necessary skills and competencies that would help the youth to be self reliant. This will lead to much desired human capital development in the economy. Amaehule and Enyakit further contend that TVET equips individuals with certain competencies, technological and managerial skills to enable them manage human and material resources for increased productivity in an organizational set up. Technical, vocational education and training is to be understood as a means of preparing for occupational fields and for effective participation in world of work, an aspect of life long learning and preparation for responsible citizenship and a method of facilitating poverty alleviation. Therefore, TVET is seen as formal training of individuals to acquire skills, knowledge and attitudes for gainful employment in a particular occupation (Audu, et al, 2013). This study conceptualizes that inability to pay school fees at secondary school level; individual inability to attain secondary school entry marks; need for employment; and age of applicant influenced trainees to enroll in youth polytechnics in Kisii Central District.

Fig. 1: *Conceptual Framework*



2.4. Inability to pay school fees at secondary level.

The Ministry of Youth Affairs and Sports (201l), observed that while Kenya is rapidly urbanizing, rural areas still account for the majority of the youth population and preponderance of households living in poverty. High levels of youth unemployment, poverty and inequality have persisted over time and have affected multiple dimensions of youth participation in society, leaving the youth vulnerable to incentives and manipulation associated with criminality and violence such as the post election violence of 2007. Following the post election violence, issues of youth poverty and unemployment were identified as critical issues that have led to a series of recent post-basic education reform promoting "skills training for jobs" or intensified enrolment in youth polytechnic for skill training. Majority of Kenyan households fall below poverty line and the distribution of wealth is highly unequal. In 2005, 47% of the population in Kenya was living in poverty (World Bank, 2008). According to Balwanz (2012), eighty five percent of households living in poverty are in rural areas and most

parents/guardians therefore, could not afford to pay school fees for their children to proceed to secondary school.

2.5 Individual inability to attain secondary school entry marks.

The curriculum structure and rates of failure on both primary and secondary leaving examinations in many countries systematically produce a large annual cadre of students classified as academic failures and poorly prepared to succeed in the world of work. To address these shortcomings, a "skill for jobs" approach argues for revitalization of youth technical education and skills development to absorb those considered as formal academic failures for skill training (UNESCO, 2012; World Bank, 2012).

2.6 Need for employment

Balwanz (2012) notes that despite the complex and unclear relationship between education and informal employment, post-basic education in youth polytechnics and skills development programs have been identified as potential solutions to employability challenges facing Kenya's youth. According to Ohba (2011), many primary school leavers identified technical and vocational training as a more promising route to securing a livehood than proceeding to a four year secondary education. Recent reforms in youth polytechnic and short course programs prioritize youth development of sector-specific technical skills and are designed to support participant transition to the world of work. The short-course program seeks to provide unemployed and otherwise disadvantaged youth with short-duration skills training and internships to support their transition to employment and hence quick money (Balwanz, 2012).

2.7 Age of applicant

While significant progress has been observed in increasing the primary school enrolment rate, little attention has been paid concerning high grade repetition and low completion rates. High grade repetition and low completion rate is particularly a problem among children from disadvantaged groups such as urban poor, rural residents, pastoralists and girls (APHRC, 2013). Researchers from both developed and developing countries indicate that pupils who repeat grades are more likely to drop out of school than those who do not repeat. Grade repetition leads to aging of pupils while in primary school, a condition which, not only encourages them to drop out while in primary school but also discourages them from progressing to secondary school at an age higher than the recommended age for secondary admission (Ndaruhuste, et al., 2008). APHRC (2013), notes that those students who are considered slow learners risk repeating and consequently dropping out of before completing primary education. A research carried out by SAPHRC in 2010 concluded that 76% of the pupils residing in informal settlements completed primary education while only 46% make the transition to secondary education. But among those pupils in formal settlements 92% completed primary and 72% proceeded to secondary education.

3. METHODOLOGY

3.1. Research design and sample

Research design adopted for this study was descriptive survey design. This design was adopted because it is useful in establishing the existing conditions of phenomenon (Fraenkel & Wallen, 2003). The study was carried out in Kisii Central District of Nyanza Province in Kenya. The population of the study consisted of 13 youth polytechnics, 13 polytechnic managers and 603 trainees. A stratified random sampling technique was used to select a sample of 203 trainees. The trainees were stratified according to the year of study and the courses they were undertaking. Stratified random sampling technique ensures that satisfactory representation of the categories of population is included in the sample (Gall, et al., 2003). All 13 youth polytechnics managers were also involved in the study.

3.2 Instrumentation

3.2.1 Polytechnic Manager's Questionnaire (PMQ)

The PMQ had four sections. Section one contained items on general information about the polytechnic, which included the year the polytechnic was established, period the manager had served in the institutions and whether the polytechnic was offering day and/or boarding facilities. Section two sought information about trainee enrollment trend between the years 2001 and 2006, the gender of the trainees, enrollment levels per course, dropout rate, and reasons for dropping out. Section three sought information about the courses offered by the institution, minimum entry qualifications for each course, and the duration of the courses. Section four collected information about the administration of the polytechnic, the source of finance for running the polytechnic, fees charged per course, proportion of students who did not complete paying fees, and the problems encountered in running the institution.

3.2.2 Polytechnic Trainees Questionnaire (PTQ).

The PTQ had four sections. Section one sought general information about the trainees' gender, year the trainee joined the polytechnic and the name of the polytechnic in which the trainee was enrolled. Section two sought information about the trainee's current academic year of study, reasons that influenced the trainee to join the youth polytechnic, course the trainee was enrolled in, trainee's level of education before joining the polytechnic, and Kenya Certificate of Primary Education marks obtained before joining the polytechnic Section three sought information about the socio-economic background of trainees: number of siblings in the family, number of siblings that were in school, occupation of the parents/guardian, average yearly income of parents/guardian, cash crops grown by parents/guardian, whether income generated from cash crops was enough to cater for the family needs, average monthly sales from cash crops, who finances trainee's education, and tuition fees arrears at the polytechnic. Section four sought information about career prospects while at primary school and at the polytechnic.

3.2.3 Interviews and data collection

Interview were conducted on all 13 polytechnic managers and four trainees from each polytechnic – two from each year of study. The in-depth interviews helped to clarify responses collected through questionnaires and also gathered information that could not be collected by the questionnaire. Data collected from interviews were recorded in field notebooks. The PMQ was administered to all youth polytechnic managers and the PTQ was distributed to 203 trainees. The managers and trainees were assured of confidentiality and anonymity in reporting the findings of the study. The questionnaires were collected after two weeks.

3.2.4 Validity and reliability of the instruments

The researchers worked with other experts in the field to enhance validity of the instruments. Suggestions were incorporated in the preparation of the final questionnaire. To ensure reliability a pilot study was conducted in two selected youth polytechnics in the neighboring Nyamira District. The selected youth polytechnics were similar to those where research was to be conducted. Questionnaires were administered after an interval of two weeks and the information obtained was used to clarify any ambiguities in the instrument. The instrument was corrected as per the results of the pilot study and those items considered relevant for the study were incorporated in the questionnaire.

3.3 Data analysis

Data was analyzed using descriptive statistics. Descriptive statistics used was in the form of numerical indices such as frequencies, percentages, graphs and tables. Data collected through in-depth interviews were recorded in field notebooks. The data were then categorized/grouped into themes and sub-themes.

4. FINDINGS and DISCUSSION

4.1 Factors influencing enrolment in youth polytechnics.

The study examined the factors that influenced the youths to join youth polytechnics. An overwhelming majority (42.8%) of the respondents indicated that inability by the trainees' parents/guardians to pay school fees at secondary school level was a major factor that made them to enroll in the youth polytechnics. This was closely followed by the need for employment (25.5%), and inability to attain secondary school admission requirement (13.3%). Ten percent of the trainees joined youth polytechnics because they felt they had surpassed the age of joining secondary school. Less than four percent indicated other reasons such as having natural abilities and talents especially in woodwork and masonry and desired to improve on them. Among the managers interviewed, 38 % indicated that more than half of the trainees were influenced to join youth polytechnics because of inability by their parents/guardians to pay fees at secondary school, while 30.7% indicated need for employment. Twenty three percent of the managers thought that inability to attain secondary school requirements contributed to youth joining polytechnics. Only seven percent of the managers believed that students were influenced to join youth polytechnics because of their advanced age.

4.2 Reasons why trainees chose particular courses

The trainees were asked to indicate the courses they were enrolled in and the reasons why they had chosen such courses. The respondents indicated that 35% were enrolled in tailoring and dressmaking, 15% in carpentry and joinery, and 14% in masonry. Motor vehicle mechanics attracted 13% while welding/metal work, electrical installation, plumbing, leatherwork and shoe making, and secretarial accounted for 23%. When asked why they enrolled in those courses, those enrolled in tailoring and dressmaking asserted that tailoring and dressmaking had a higher prospect for employment within and outside the Kisii Central District, that the trainees found the course easier to learn and operate, and that there was increased demand for tailoring and dressmaking services. Those who enrolled in carpentry and joinery said that they chose the course because of an increased demand from local workshops located in both urban and rural areas. Particularly, increased enrollment in this course was due to continuous demand for skilled carpentry and joinery personnel form the rising establishment of housing units within Kisii and the surrounding districts. The findings from the polytechnic trainees' questionnaire revealed that 72% of the trainees who chose to pursue carpentry and joinery did so because most of those trainees who had previously graduated in this course, had secured employment among the local carpentry workshops, surrounding tea factories, and in the local housing construction companies. They were therefore motivated to enroll in this course by the higher prospects of getting a related job immediately after completing the course. Unanimously, all managers thought that tailoring and dressmaking had the highest enrollment because female trainees had few alternative courses to enroll in unlike their male counterparts, who had a variety of courses to select from for training. Tailoring was also found to be an easier course to learn and operate unlike other courses. They also asserted that increased demand for tailoring and dressmaking services, not only within Kisii town and the surrounding urban centers but also large dress making companies like export processing zone (EPZ) . This finding concurred with UNESCO (1997), which noted that in spite that women are numerically balanced in general population and enrollment in technical and vocational education, they are still largely found in stereotyped courses such as tailoring and dressmaking, home economics and hair dressing. Carpentry and joinery enrolment stood at 15% while the national figure was 22%. Increased enrollment in this course was due to continuous demand for skilled carpentry and joinery personnel from the rising establishment of housing units within Kisii and the surrounding districts. Masonry was the third most popular course. The trainees preferred masonry course because trained masonries were in great demand in both the urban and rural areas where new housing and office buildings were being constructed. They further indicated that masonry skills were immediately applied after completion of the course. They were therefore motivated to enroll in this course by the higher prospects of getting a job immediately after completing the course. Motor vehicle mechanics course was the fourth popular course in the youth

polytechnic enrollment. The findings from the polytechnic manager's questionnaire indicated that motor vehicle mechanics course was offered in eight out of the thirteen youth polytechnics because of high cost of inputs and equipments required for adequate training. Moreover four of the youth polytechnics that were offering this course had their practical learning done in the nearby market centers where they could find motor vehicle garages. Welding/metal works and electrical installation were offered only in those youth polytechnics which had electricity. Leatherwork and shoe making course was offered in only one youth polytechnic. Managers interviewed said that this course did not have many trainees enrolled because leatherwork and shoe making industries do not exist in Kisii and the surrounding districts. Therefore, finding employment after graduation was difficult. At the same time starting one's own leatherwork/shoemaking business is expensive because it requires huge starting capital. Secretarial course was only offered in one youth polytechnic. This was because only those students who had sat for KCSE were allowed to register for this course thereby explaining the low enrollment rate. In an interview with managers it was generally observed that the students enrolled in those courses for which they could easily get employment either as self- or wage-employed upon completion from the youth polytechnics. Most of the trainees knew well about the potential of the course they were enrolling in and that they chose the course based on the local demand for the skills.

4.3 Economic background of trainees' parents/guardians

The trainees were asked to indicate the source of their parents/guardians income and whether it was enough to cater for their education. Sixty six percent of the respondents indicated that their parents/guardians earned income from small scale farming. Those who obtained their income from operating small-scale business accounted for 15%, while those who were professionals made up 13%. Other sources accounted for six percent. Of the small scale farmers, 90% of them had land sizes between one and two acres. Seventy percent of the respondents indicated that their parents/guardians depended on tea production as their main cash crop and that their earnings varied between Ksh. 1,080 to Ksh. 1,500 per month from the sale of between 120 and 167 kilograms of fresh tea leaves to Kenya Tea Development Authority. This income translated to between Ksh. 12,960 and Ksh. 18,000 per year. Sometimes, as was reported by 60% of trainees who were interviewed, the crop was affected by adverse weather conditions like drought and hailstones, which could lead to reduced output. The remaining 30% of the small scale farmers depended on production and sale of horticultural products such as tomatoes, vegetables, sweet potatoes, onions and groundnuts. These farmers earned an average of Kshs. 1,000 and Kshs. 2,000 per month depending on the type of crop and the size of the land. The implication was that such income could not be able to sustain the basic needs including tuition fees payment. In a 2001 study, the Republic of Kenya noted that subsistence farmers accounted for over fifty percent of the poor in Kenya and that differences in their incomes are attributed to differences in fertility of land, unpredictable weather conditions, poor and inadequate extension services, high cost of inputs and low quality of seeds. Some of the children opted to join youth polytechnic where fees payment was lower than that paid in secondary schools. This implies that youth polytechnics were playing a crucial role in absorbing those students whose original career goals could not be achieved through formal education as well as those pupils who had dropped out of primary school.

5 SUMMARY and CONCLUSIONS

5.1.Summary

The factors that influenced enrollment in the youth polytechnics in Kisii Central District included inability to pay school fees at secondary school, need for self or paid employment, inability to attain secondary school admission requirements, and age of applicant. The study further revealed that of these factors, inability by trainees' parents/guardians to pay school fees at secondary level was the main contributing factor. The trainees chose courses that would enable them get a job upon completion of the training. Tailoring and dressmaking course was preferred mainly by female trainees, because it provided them with an opportunity of getting employment in the tailoring and dressmaking business enterprises within Kisii Town, the surrounding urban centers and the large dressmaking companies like Export Processing Zone. Trainees enrolled in masonry were influenced to do so because of the rising demand for housing and offices in nearby urban centers. The study revealed that more than two thirds of the trainees hailed from low economic background. The per capita income of most of the trainee's parents/guardians was inadequate to support their children's secondary education. With 66% of the parents/guardians owning less than two acres, income generated from the sale of either cash crops or horticultural products could not be enough to send children to secondary schools.

5.2 Conclusions

Trainees were mainly influenced to join youth polytechnics because of inability to pay fees at secondary schools and the desire to acquire technical skills for paid or self employment. This calls for more bursary funds to be availed to needy and bright students who qualify to join secondary schools. Trainees from poor economic background should be made aware of the possibility of financial help in the form of bursaries and grants from the Constituency Development Fund (CDF) and from the department of Technical Training and Technology in the ministry of educations Science and Technology to enable them complete their training in the youth polytechnics. Trainees chose certain courses because such courses would help them secure employment or become self employed. Youth polytechnics should tailor their training programs around courses that will support self reliance upon completion as well as ensure that adequate and relevant equipments and tools are available to provide high quality training. Since youth polytechnic training contributes towards meeting the career needs of trainees who are not able to proceed with formal education, financial institutions and other credit lending agencies should consider providing loans and grants to needy students. This is in light of the fact that most of the trainees' economic background was relatively low. Low per capita income

discouraged many parents from taking their children to secondary school or even to youth polytechnics.

5.3 Suggestions for further research

Further research should be undertaken to examine strategies on how to increase enrolment in youth polytechnics. There is need to investigate how youth polytechnic training can be made more affordable to a majority of students who come from economically poor backgrounds. Further research should be undertaken to understand the factors that affect youth polytechnic learning. We recommend that additional research be undertaken to survey enrolment trends in youth polytechnics in Kisii County.

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