

would work closely with other professionals. It is important to develop their knowledge in science to ensure they can communicate and corroborate well for maximum impact. What should go into the curriculum should be well researched so that the very essence of having the TVET institutions should not be watered down. Emphases should also be from the hand on activities to the scientific principle and not scientific theories to practical.

Products of TVET institutions should also be given avenues to mentor the young in their ladder. To do this they require a vast base knowledge in the areas of their specialization. This means that some of them need to deepen in the scientific skills. TVET institutions therefore have a challenge to re-structure their program to cater for this. In Kenya, today very few graduates have these avenues to improve their positions. In order for the country to achieve vision 2030, they must be encouraged to further their studies by systems that provide wider avenues all the way to the degree level.

The country needs to prioritize Technical Training and Vocational Educations if it has to overcome youth unemployment and achieve vision 2030. Singapore had a low unemployment rate of below six per cent in 2011. This was lower than most of the developed countries which ranged from 8.3 to 21 per cent. They attributed this to their Technical training and Vocational Education. Kenya needs to expand Technical Training and Vocational Education to enable a huge population of the kids who do not qualify to join secondary school and universities. Since this about imparting skills, our program should be improve to run parallel with formal learn to provide that much needed alternative. The rate of unemployment among the youth is brought about largely by the population that is not unemployable.

5. Conclusion –Way Forward

To achieve sustainable changes and output in rebranding technical and vocational training among the youth in Kenya the following practical steps must be implemented;

- 1) Redesigning the three [3] domains of learning where a lot of emphasis should be the affective domain that deals with attitude and character. Affective domain should be the foundation upon which the other two domains i.e. cognitive and psychomotor are built. This in turn should be followed by retraining the trainers and instructors who should be men and women of outstanding morals since they will be expected to transfer the same to the learners.
- 2) Design and implementation of technical education policies should be based on action research, where the researcher is given an opportunity to implement his/her own research. This will save time and cost in writing many research papers with recommendations that are never acted upon.
- 3) Paradigm and mentality shift trainings must be conducted in primary and secondary schools to promote and sensitize young learners on the importance of technical education and tap gifted youth with special talents in technical and artistic fields, guide and counsel them in the right direction. Learners must be made to understand that not joining university is not failure but there are

other avenues and opportunities in life and specifically technical field.

- 4) Curriculum designers should also be the implementers. Technical instructors find it difficult to train and teach concepts that lack their input, since they were never involved from the onset.

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