

THE CRITICAL ROLE OF CURRICULUM IN ADDRESSING YOUTH UNEMPLOYMENT IN KENYA: OPPORTUNITIES AND CHALLENGES

Mercy MuthoniMugambi
University of Nairobi, School of Education
P.O Box 30197- 00100 Nairobi, Kenya
Email mugambimercy@yahoo.com
Mobile 0725-600-046

Robert Joseph Ochieng
University of Nairobi, School of Education
P.O Box 30197- 00100 Nairobi, Kenya
Email robertjosochi@gmail.com
Mobile 0729-308-556

Gilbert MugambiMiriti
Chuka University, Faculty of Business Studies
P.O Box 109-60400, Chuka, Kenya
Email gilmugambi@yahoo.com
Mobile 0722795129

Abstract

The purpose of this article is to explore the challenge of unemployment among the youth in Kenya and to examine how curriculum can be re-loaded to make it more appropriate in addressing youth unemployment taking into account dominant activities in society and needs of learners. Information was captured through document analysis. This helped to gather data on global issues of youth unemployment, trends of youth unemployment, government strategies in alleviating youth unemployment in Kenya, the role of education and training, the 8-4-4 system of education in Kenya; its rationale and challenges, the role of curriculum in addressing unemployment with reference to Life Skills, Entrepreneurship education and Vocational and Technical education.. Issues identified as affecting education in Kenya relate to: policy and framework formulation, relevance and content delivery, lack of flexibility to adapt to changing social - economic needs, monitoring and evaluation. Reference has been made to Tyler model of curriculum design and development as a starting point in designing more appropriate curriculum to address the challenge of youth unemployment It was recommend that: government should develop policy frameworks to coordinate education and training with emphasis on learner-centred curriculum design, integration of entrepreneurship component in curriculum to complete the traditional education, the need to engage with “Dual” training and work – experience programmes to relate theory to practice and overall improvement of monitoring and assessment of curriculum implementation at all levels of education and training.

Key words: Youth unemployment, Curriculum, Education, Training, Life Skills, Entrepreneurship education, Monitoring and Assessment

1.0 INTRODUCTION

Unemployment has remained one of the major challenges in Kenya's socio-economic development process for most of the post-independence period. Unemployment Rate in Kenya as reported by the Kenya National Bureau of statistics was at about 40% of the general population in 2013. The United Nations Development Programme (2013) warn that such a percentage is relatively high for Kenya which has a large informal and traditional sector. Youth unemployment has always been a major concern given the fact that only 11.4 million Kenyans have jobs. According to the Ministry of Labour, about 2.1 million work in the formal sector while the remaining 9.3 million are self-employed. The issue of unemployment is closely linked to the nature of education which is offered at all levels of education. In Kenya, education has been seen to teach students how to pass exams and not how to become productive in their later lives, that is, learners are not equipped with functional skills for self-reliance.

Report on Global Employment trends for youth (2013) show that the global youth unemployment rate was estimated at around 12.6 percent in 2013, which is close to the peak crisis-level unemployment. An estimated 73 million youth, aged 15 to 24 were unemployed in 2013. This unemployment crisis severely impacts on the competitiveness and social-economic growth prospects of nations at large. Businesses, societies and governments across the world must act together to address the challenge. Governments across the world have acknowledged the severity of the crisis and are working to alleviate this. The scenario is not different in Kenya where the employment challenge has been growing over time with the youth being the main casualties.

1.1 STATEMENT OF THE PROBLEM

Education is universally recognised as a form of investment in human capital development that yields economic benefits and contributes to a country's future wealth by increasing the productive capability of its people (Woodhall, 2004). As a developing country, Kenya relies heavily on its domestic manpower as well as international donors and development partners to propel it to become a middle-level income nation. However, unemployment remains a major factor in the declining economic strength. A large number of individuals graduating from primary, secondary and post-secondary levels as a result of the Free Primary Education Program and Subsidized Day Secondary School Program started in 2003 and 2008 respectively by the Kenyan Government remains constantly large, a great percentage of those individuals are unemployed. Even though some of the graduates venture into the self-employment sector, the number is hardly a handful when compared to those who are seeking employment. In addition, those who are self-employed are faced with myriad of challenges such as hostile labour-markets, inadequate capital and inadequate practical skills. The issue of unemployment has led to youth moving from the rural to urban areas in search of jobs or moving from the motherland to seek brighter future elsewhere. The government of Kenya has put in place many initiatives such as: promotion of Small and Medium sized Enterprises (SMEs), vocational education, entrepreneurship education, creation of fund to support youth initiatives but the unemployment still persists. Could the problem be linked to the nature of education and curriculum? To achieve goals of the Economic Pillar of the Vision 2030, it is evident that Kenya's development plans depend to a great extent on the educational sector to train her domestic manpower and equip it with adequate, relevant and appropriate knowledge, skills, competencies and social attitudes that would help the people to positively influence the economy.

This paper seeks to address the issue of unemployment among youth by starting from what seems to be the root cause of the unemployed phenomenon; the curriculum by examining the critical role of Curriculum in addressing youth unemployment in Kenya: opportunities and challenges.

1.2 YOUTH UNEMPLOYMENT TRENDS

Unemployment of youth has been shown to have lifelong effect on income and unemployment stability, because affected young people start out their weakened early-career credential, and show lower confidence and resilience in dealing with labour market opportunities and sit back over the course of their working life.

According to the ILO's Global employment Trends for youth 2011, the global youth unemployment rate rose from 11.8 to 12.7 percent between 2008 and 2009. By the end of 2010, an estimated 75.8 million young people were unemployed (UN, "world Youth report, 2012).

The youth unemployment challenge is particularly intense in the developed world. In the developing world, high youth unemployment represents lost potential for national economic transformation. The ILO report on Global employment trends for youth notes that there is a link between youth unemployment, social exclusion and civil unrest. The report suggests that idleness amongst unemployed young people can lead rapidly to criminal activities, violence, and social friction along with mental health problems and drugs abuse. Although the national unemployment rate in Kenya is at 10 per cent, individuals who are around 20 years old represent the highest rate of unemployment of around 30 per cent followed by those around 25 years and 35 years at 25 per cent and 15 per cent respectively (United Nations Development Programme, 2013). High rates of youth unemployment represent both widespread personal misfortune for individuals and a cost opportunity for critical national and economic development.

1.3 REASONS FOR YOUTH UNEMPLOYMENT

The Sessional paper No. 2 of 1985 on Unemployment identified various issues that foster unemployment in Kenya. These issues include job selectiveness, skill imbalance and rapid growth of the labour force. Job selectiveness can be associated with the attitude individuals have towards various kinds of employment. For instance, individuals with formal education tend to have a negative attitude towards informal jobs. Omolo (2010) explains that people perceive the informal job sector as unsteady and with absence of workers' rights. Kenyan Education system tends to be a traditional type of education. Posner (2004) defines a traditional education as one whereby most of the teaching methods are lecturing, reading, memorizing and recitation. This is a contributing factor to the plate of unemployment in that it is not tailor-made to favour individuals with entrepreneurial skills, or technical and vocational skills which are not meant to be recited and memorized but rather practiced and applied. As a result, most individuals in the system end up placing more emphasis on traditional education.

As of the year 2008, the government again realized that among the factors contributing to unemployment in Kenya included the mismatch in skills development, and imperfect flow of information from the labour market and the youth (Republic of Kenya, 2008a). Inadequate capital and high rates of interests are partly to blame for the increased rates on unemployment.

Youth lack experience and credentials that address employers risk in making living commitments. Many employers are skeptical about young peoples' ability to apply the skills they learn in schools to the practical challenges of the workplace. They also question the social skills and work ethics of youth, at the same time employers are reluctant to invest resources in training young people when more experienced adult workers may be unemployed and available for hire.

Youth lack information and network especially among youth from families with low social capital. Due to this, youth do not know how to navigate the labour market to identify and pursue available jobs or to find and use the most relevant training resources.

Youth lack skills relevant to the workplace. Even those youth that have pursued a course of study with a specific career in mind often find themselves with general or theoretical knowledge that does little or prepare them for the actual tasks they will encounter on the job. This is partly due to irrelevant curriculum or poor connections between employment and the education system. The youth also lack work place skills such as cooperation, Communication, critical thinking, creativity and a focus on the needs of the enterprise. Youth are challenged by lack of jobs suited to entry-level skills due to mismatch between the number of young people seeking work and the level of local economic activity. Many times, available work may be in informal or underdeveloped industry sector.

As a consequence of these factors, many young people face major obstacles in obtaining decent work and thriving in their first jobs. Additionally, in difficult economic times, youth are often the first to be laid off, making it still harder for them to consistently build their skills and experience. In the final analysis, the youth end up facing extended periods of unemployment, or significant under-employment in jobs that fail to offer career opportunities.

Studies by sum (2000) in the US and Higgins (2003) for the world Bank suggest that, young people who have difficulty in their early integration into the world of work suffer lifelong “scarring” effects that diminish their resiliency and ability to thrive in a dynamic and demanding labour market.

A study by Prince’s Trust (2007) revealed that persons who experience extended unemployment in their youth are at increased risk for other social pathologies: direct poverty effects on unemployed young people’s families including considerable cognitive, health, nutrition and psychological deficits. Kotloff, (2004) notes that chronic unemployment is associated with increased incidence of criminal behavior. High rate of youth unemployment also represent a wasted resource for developing economics.

A manpower group survey (2011) on businesses across the globe to identify recruitment trends and challenges faced by employers indicated that even at a time of generally high unemployment, a significant number of employers are having difficulties finding employees with the skill that they need. Globally, the five hardest to fill positions were; Technical, sales representatives, skilled trades workers and Engineers.

1.4 GOVERNMENT STRATEGIES TO ALLEVIATE YOUTH UNEMPLOYMENT IN KENYA

Finding new and innovative ways to address youth unemployment is one of government most priorities in Kenya. The government is determined that higher economic growth should translate into improvements in the quality of life in the country. To achieve this objective, it is imperative that the country creates more jobs and improve the skills of the youth. To this end, the government has developed numerous employment policies and frameworks since independence to address the issue of unemployment in Kenya. These include:

- 1) The Kenyanization policy where the government was to create employment for her people by replacing non-citizens with Kenyan nationals. This approach did not go well with many people for it proved to be discriminative (Republic of Kenya, 1983).
- 2) Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) in 2003 whose aim was to turn around the ailing Kenya Economy. The strategy registered

some success with over one million jobs created in the period between 2003 and 2007. Following this development, the Government launched Vision 2030 as the country's economic blueprint covering the period 2008 to 2030. It aims at making Kenya an industrialized middle income country providing high quality life to the citizens by the year 2030. The Vision is based on three pillars: the economic pillar, the social pillar, and the political pillar (Ministry of Planning, National Development and Vision 2030, 2007).

- 3) Policy initiation such as Sessional Paper No. 2 of 2005 on development of Small and Medium Enterprises (SMEs) for wealth and employment creation (Government of Kenya, 2005).
- 4) The SME Bill, 2006 which led to establishment of a council to facilitate the development of SMEs and creation of SMEs development fund.
- 5) Establishment of Youth Development Fund (YEDF) by the Ministry of Youth Affairs in 2007 as a source of capital for youths to start and or boost their SMEs.
- 6) The *KaziKwaVijana*, 'Jobs for youths' program launched in 2009 as a nationwide intervention to the problem of youth unemployment. It focused on manual-small based community projects such as repair of boreholes, planting trees and clearing bushes.
- 7) Sector plan for labour, youth, and human resource development 2008 to 2012 (Republic of Kenya, 2008b).
- 8) Government initiated training programme for entrepreneurs under the Micro, Small, and Medium Enterprises competitive project in the Ministry of Industrialization implemented by Kenya Institute of Management in partnership with Jomo Kenyatta University of Agriculture and Technology and Tecnoserve (Government of Kenya, 2012).
- 9) Government programmes like Jitahada Business plan Competition (Government of Kenya, 2012).
- 10) Presidential Directive of thirty per cent access to government procurement opportunities to youth, women and persons with disabilities.
- 11) Uwezo Fund through the Ministry of Devolution Planning (2013). The Uwezo fund is a youth and women's fund which has a genesis in the pledge His Excellency the president of Kenya made to allocate the Ksh. 6 billion that was meant for the presidential run-off to youth and women groups. Its main objectives are:
 - To provide access to finance through grants and credit to promote youth and women businesses and enterprises at the constituency level, thereby enhancing economic growth towards the realization of Vision 2030;
 - To generate gainful self-employment for Kenyan youth and women;
 - To model an alternative framework in funding community driven development.

1.5 THE ROLE OF EDUCATION AND TRAINING IN ALLEVIATING UNEMPLOYMENT

The government of Kenya is committed to provision of quality education and training to its citizens at all levels. The on-going Free Primary Education, Free Day Secondary education and bursaries, and loans provided through the Higher Education Loans Board bear testimony to this fact. The social pillar in Vision 2030 singles out education and training as the vehicle that will drive Kenya into becoming a middle income economy. Additionally the Kenya Constitution 2010 has provided for Free and Compulsory Basic Education as a human right to every Kenyan child (Republic of Kenya, 2012). The Ministry of education is charged with the role of administration of education in Kenya. In its work, the Ministry is guided by the national philosophy which places education at the centre-stage of country's human and economic development strategies. Emphasis is on provision of

holistic quality education and training that promotes cognitive, psychomotor and affective domains of learners.

In an effort to improve the quality of learning in Kenyan schools, the government of Kenya in 2005 put in place the Kenya Education Sector Support Programme (KESSP) which was based on the belief that quality education and training contribute to economic growth, enhance quality education and lead to the expansion of employment opportunities for all (Republic of Kenya, 2005)

Government policies and programs established to tackle unemployment have often emphasised the place of Education and Training as integral in the process of addressing unemployment. Some of the strategies suggested in its Medium Term Plan include establishment of new technical training institutions, revitalization of agriculture and promotion of a lifelong training and education (Republic of Kenya, 2008b).

However, Education and Training as a phenomenon in its entirety cannot be assumed to be the panacea of unemployment in Kenya. There is need for a rational, deliberate and systematic organization of education and training so as to address the issue of unemployment in Kenya.

1.6 THE 8-8-4 SYSTEM OF EDUCATION IN KENYA

The presidential working party on the second university, the Mackay Report (1981), recommended among other things, a major change in the structure of education from the 7-4-2-3 system of education to the 8-4-4 system of education. The essential elements of the system are:

- In the area of structure which has 8 years primary education, 4 years secondary education and a minimum of 4 years university education;
- A greater orientation towards technical and practical education;
- Less emphasis on examinations;
- A diversified curriculum offering a wide range of subjects.

The 8.4.4 system of education was implemented in January, 1985.

1.6.1 RATIONALE FOR THE 8-4-4 SYSTEM OF EDUCATION

i) Challenge for National Development - the concept of 8-4-4- system aimed at responding to the challenges of national development. Previous reports on education indicated that the education system did not respond adequately to the needs of the country and its people. The new system of education aimed at readdressing this shortcoming.

ii) Need for a more relevant curriculum - the education system hitherto followed by the country did not cater for the greater number of pupils enrolled. There was need therefore to provide practical oriented curriculum to offer a wider-range of employment opportunities.

iii) Equitable Distribution of Education Resources - the 8-4-4 system was to ensure equal opportunities for all students regardless of their place of origin, creed, or race by providing equitable distribution of educational resources.

iv) Technical and Vocational Training - the 8-4-4 system, with its emphasis on technical and vocational education, was to ensure that the students graduating at every level had some scientific and practical knowledge to be utilized for either self-employment, salaried employment or for further training.

v) Assessment and Evaluation - previously learners' achievements were being assessed by a single examination at the end of the course. The 8-4-4 system emphasized continuous assessment as an integral part of evaluating students' abilities and achievement. This meant that the students' achievement would be determined by both continuous assessment as well as final examination.

vi) Increased opportunities for further training- the main objective of the post-primary technical education and training was to ensure that pupils who do not proceed to secondary schools can enter the Craft Training Centers and can proceed to the post of secondary technical training institutions for Diploma and Higher Diploma courses. This would ensure that funds invested in education are not lost through dropouts who have neither useful education nor the opportunities to improve on what has already been gained. The scientific and technological education to be provided to the majority of Kenyans at the higher level would produce highly skilled and specialized manpower in such area as engineering, agriculture, technology, building construction and others that continue to be dominated by experts from other countries.

vii) Education for National Unity - education in Kenya must foster a sense of nationhood and promote national unity. It is the paramount duty of education to help young people acquire this sense of nationhood by promoting positive attitudes of mutual respect which will enable them to live in harmony and to make a positive contribution to society.

Though the planning of the 8-4-4 system of education was well done, its implementation coincided with the introduction of Structural Adjustment Policy (SAP) which among other things brought in the cost sharing in education and other basic services which contributed to an increase in the level of poverty in the country with the number of people living below poverty line reaching 44% of the total population of 21.5 million in 1989. Parents were not able to provide the necessary physical facilities for implementation of the new system. Only in the economically better regions were the facilities provided as required. Preparation of teachers was also quite rugged as it did not follow the initial plan. Partisan politics adversely affected its implementation. Many of those who were opposed to the ruling party; Kenya African National Union (KANU) then opposed the programme without careful examination of its merits and demerits. In their manifestos opposition parties were promising Kenyans that the country would revert to the old 7-4-2-3 system of education should they come to power (Oluoch, 2006).

1.7 CHALLENGES AND GAPS IN EDUCATION IN KENYA

1) Wastage as determined by national examinations

Out of the 446, 696 candidates who sat for the year 2013 form four examination, a total of 141,012 scored grade D and below. Technologically, such candidates cannot be absorbed into a professional course. Entry to popular courses such as nursing and teaching at certificate level require a minimum grade C- at the Kenya certificate of secondary education. In addition, candidates must get strong passes in English, Mathematics and the sciences. Even pre-school teaching college only admits those with a minimum of C- grade. Other professions such as armed forces recruit those with at least grade C. The exception is for trades' people (Welders, plant operators and drivers) who are employed with a D+ grade.

Therefore, the best option for candidates with D and below is vocational training in areas such as plumbing, masonry, electrical, carpentry courses offered in technical institutions which are currently being revitalized by the Ministry of Education.

2) Too much emphasis on formal education at the expense of other forms of education

Kenyan's education system lays emphasis on formal education paying little attention to development of other skills that would not only transform the economy but also create jobs. There is need for the government to consider investing in vocational education. The available polytechnics cannot accommodate the demands of economic restructuring and modernization that is taking place.

There is also need to reach on entrepreneurial skills schools, expand business incubation centers and more significantly provide links to financial institutions (Obonyo, 2014).

3) The Task Force on the re-alignment of Education sector to the constitution of Kenya, 2010 identified the following as the major concerns:

- **Issues of relevance with regard to content and delivery**
- **Lack of sufficient flexibility to adapt to the changing social- economic needs.**
- **Issues of quality to match global competitiveness and to address the challenges in the 21st century**
- **Issues related to monitoring and evaluation**
- **Lack of sufficiently flexible and responsive regulatory framework to be able to deal with the current and emerging challenges and to ensure total access, equity and quality.**

1.8 USING CURRICULUM TO ADDRESS UNEMPLOYMENT

Education in the 21st Century is on the move. It is constantly changing with new technologies and differing theories on the optimal way to teach learners. The curriculum must be part of this process change. A well designed Curriculum must aim at: equipping learners with relevant knowledge with emphasis on technology, innovation, and entrepreneurship; developing their full capacities; enhance the quality of their lives and also enhance continuing with learning as a long life engagement. The dynamics of education as panacea to all human problems has always given impetus to curriculum review in any society. In so doing, curriculum planners must make an effort to study the activities people engage in and design the kind of curriculum that helps them to carry out these activities more efficiently. They should be concerned with those things that are useful and relevant to the society including general needs of all learners interests (Sadiq, 2005). This section will attempt to suggest appropriate curriculum in addressing the issue of unemployment in Kenya. What to teach and how to teach is very important in any country. The most appropriate curriculum strategies to handle youth unemployment and reduce societal crises and poverty among others, is the acquisition of skills to enhance human productivity. There is need for curriculum to focus on personality of the youth by making curriculum practical and relevant. This is the link between curriculum and employment. A practical curriculum must take into consideration: Life Skills, Entrepreneurship education, vocational and technical education, and Technology. Let us now address each of the curriculum solutions to unemployment.

1.8.1 LIFE SKILLS

According to World Health Organisation (1999) Life Skills has been defined as abilities for adaptive and positive behaviour that enable individuals to deal with the demands and challenges of everyday life. They represent the psycho-social skills that determine valued behaviours and include reflective skills such as problem solving and critical thinking as well as personal skills such as self – awareness and interpersonal skills. The Life Skills are both psycho and social. Psycho refers to those skills that deal with mental functions and processes, while social deals with a person's interaction with the environment and culture (UNESCO, 2003). Life Skills enables individuals to translate knowledge, attitudes, and values into actual capabilities in reference with what to do and how to do it. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from an education that includes learning to know, learning to do, learning to live together and to be and hence included Life Skills in two of Education for All goals: goal number 3, ensuring that the leaning needs of all young people and adults are

meet through equitable access to appropriate learning and Life Skills process and Goal number 6 on improving all aspects of the quality of education and ensuring excellence of all so that , recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy, and essential Life Skills(Republic of Kenya, 2007).

UNICEF (2003) categorises Life Skills into three broad categories:

1) **Skills of knowing and living with oneself-** skills in this category include:

- **Self-awareness-** recognition of oneself in terms of strengths, weaknesses, desires and dislikes
- **Self- esteem-**a person's opinion about the self
- **Coping with emotions-** being aware of how emotions influence behaviours and being able to respond to emotions appropriately
- **Coping with stress-** ability to recognize sources of stress in our lives and acting in ways that help to control our levels of stress

2) **Skills of knowing and living with others-** the skills are categorise as:

- **Assertiveness-** achieving what one wants by being firm and focused
- **Empathy-** Ability to put one self in the shoes of others
- **Effective communication-** ability to express oneself both verbally and non- verbally
- **Negotiation skills-** ability to discuss issues in calm and open ways to reach a consensus

3) **Skills for effective decision making-** such skills include:

- **Creative thinking-** ability to address issues in a perspective that is different from the obvious norm
- **Critical thinking-**ability to analyse information and experiences in an objective manner
- **Problem solving-**ability to come up with workable solutions to different situations

Life Skills curriculum is likely to mode the personality of the youth and help them in initiating self –employment venture as well. The Kenya education system must be able to deal effectively with the global demands and challenges through re-loading its curriculum contents. Core Life Skills must be emphasised in our education system as a panacea to solving challenges of everyday living in the present global dispensation. Jimoh (2007) in support of Life Skills curriculum says that when all the skills are properly entrenched in our existing curriculum we can then see curriculum as a process by which the dynamics of society can be taken care of for the greater national productivity on the part of citizenry. Considering the significant role of Life Skills Education, the Ministry of Education presented a concept paper in 2006 on establishment of Life Skills as a stand-alone subject in schools and teacher training colleges. This culminated in the development of Life Skills curriculum which was made available in the year 2008 for schools to implement Life Skills as a subject.

Studies by Rungu(2008) in Nairobi Province and Mugambi(2013) in Kajiado County found out that Life Skills curriculum was not being implemented in most of the schools in Kenya. Implementation was marred by: poor teacher preparation; lack of appropriate teaching resources, inappropriate teaching strategies, poor evaluation procedures, negative attitudes towards Life Skill by both teachers and learners and the fact that Life Skill was not an examinable subject by the Kenya National Examination Council.

1.8.2 ENTREPRENEURSHIP EDUCATION CURRICULUM

By definition, entrepreneurship is the practice of starting a new business venture or reviving an existing organization in order to capitalize on new found opportunities. Entrepreneurial actions vary depending on the nature of business. It is also true that entrepreneurial activities create a number of new job opportunities. Entrepreneurship plays a vital role in industrial development. The industrially developed countries like the United States, Germany and Japan bear the witness that an economy is “an effect for which entrepreneurship is the cause” (Saleem, 2011).

Entrepreneurship education is increasingly becoming recognised as an important element in the broader effort to tackle the global youth unemployment challenge. National labour markets capacity to absorb the increasing number of new entrants, as well as provide decent and productive employment opportunities is far from sufficient. New strategies which include increased focus on entrepreneurship are needed to better prepare youth for transition from school to work.

In Kenya, entrepreneurship courses and small business management courses started in the early 1980's at the Kenya Technical Teachers college and thereafter spread to universities and other learning institutions. At the higher level, the primary goal of entrepreneurship is to develop entrepreneurial capacities and mind sets. In this context, entrepreneurship education programme should have different objectives such as:

- Developing entrepreneurial drive among students(raising awareness and motivation)
- Training students in the skills that they need to set up a business and manage its growth
- Developing the entrepreneurial ability to identify and exploit opportunities which culminate in graduate business start-up as one possible outcome.

In a report developed collaboratively by the United Nations Development Programme (UNDP) and the International Labour Organization (ILO), Kenya was encouraged to develop training capacity in entrepreneurship that could lead to the creation of ‘enterprise culture’ in the country (Republic of Kenya, 1990). A new Ministry of Research, Technical, Training and Technology was established and one of its goals was to harness and develop the entrepreneurial efforts in the country. This culminated in the introduction of entrepreneurship education in all technical training institutions in the country. In line with this development, an entrepreneurship education curriculum framework was created and syllabi prepared for the artisan, craft, and technical levels of training. The five major areas covered in the curriculum included: Entrepreneurship and self-employment, Entrepreneurial opportunities, Entrepreneurial awareness and entrepreneurial motivation, Entrepreneurial competencies, and Entrepreneurial management.

No one is born an entrepreneur or a businessman. To develop entrepreneurial growth in the country, students must learn not only the basic techniques but also how to apply those techniques. Learners need to be taught concepts and skills that can directly be applied towards identifying opportunities, starting, managing and growing their businesses. To create an entrepreneurial generation in Kenya, it is the role of curriculum designers and developers to:

- Re – orientate curriculum from the take a job mentality to make- a job mentality
- Integrate entrepreneurship education into academic and vocational courses with focus on students finding opportunities and ideas that might be new and different or at least those that serve specific needs
- Provide entrepreneurial education curriculum to empower graduates irrespective of their areas of specialization with skills that will enable them engage in in-come yielding ventures if they are unable to secure salaried jobs
- Provide entrepreneurial education curriculum that will help Kenyan youths to achieve the well cherished desire which is the transition from school to work to earn a living

- Provide entrepreneurial education curriculum that will teach the youth on business management and technical entrepreneurial skills such as planning and goal setting, decision making, human relations, marketing, finance, book keeping, control, leadership, business plan development and new venture management.

It should be emphasised here that, integrating entrepreneurship education in curriculum particularly in tertiary education is a way of putting Kenyan education system on the desired pedestal of efficiency and functionality to meeting the challenges of national needs and global competitiveness.

1.8.3 VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM

Teaching on vocational skills is advantageous in that students are taught a set of skills which they can fall back on to start business (Covey, 1999). Learners are introduced into the world of work which enables them to use their hands and tools to produce products.

Curriculum that is developed for all levels of education and training must take into account four major elements as expounded by Tyler (1949): the objectives, the learning experiences, the organization of learning experiences and evaluation. Curriculum development process is usually based on a model. Due to prescribed nature of curriculum in Kenya, the Ralph Tyler model is commonly applied to develop various curriculums targeting different levels of education. It is therefore important to examine the ideas of the Tyler model and how they can be applied to design and develop a Curriculum that can be used to address issues of youth unemployment in Kenya

1.9 TYLER'S MODEL OF CURRICULUM DESIGN AND DEVELOPMENT

Tyler's curriculum design is made up of four main elements namely: the objectives, the learning experiences, the organization of learning experiences and the evaluation stage.

Objectives

Objectives are expectations of education derived from the needs and problems of the society. The problem in question in this paper is that of unemployment. According to this model, the objectives are the expectations the society has on the education and training it offers to its people. One of the goals of education in Kenya is that education should foster national development by equipping the domestic man power with knowledge, skills and attitudes to enable them have a positive impact on the growing Kenyan economy (Ominde, 1964).

The government and stakeholders in education and training should specify the content and skills to be taught to the youth and also specific changes that youths who have gone through education and training should espouse so as to alleviate the problem of unemployment. On the nature of unemployment in Kenya, Omolo (2010) explains that frictional or search-unemployment is a common type of unemployment amongst youths in Kenya. He explains further that this is situation where an individual is unemployed due to skill miss-match in the job market as a result of the ever changing labour market dynamics.

Therefore, given that objectives should emanate from the needs and problems of the society, Kenya needs to review the curriculum objectives and their achievement in the learning situations. The curriculum should place more emphasis on entrepreneurial potential of the youth such as small scale business ideas, agro-business, cottage industries, venture and incubation with mentorship among others. According to Tyler's model, such skills are capable of making an individual self-reliant than mere memorization and recitation of facts.

Learning experiences

Learning experience refers to the interaction between the learner and the external environment to which the learner will react. The main aims of the learning experiences include developing the ability of the learner to interrelate experiences, to stimulate intellectual growth and develop ability to assimilate ideas. The ability to assimilate ideas will prove helpful to learners in facing challenges of unemployment. For instance, a learner is likely to observe how a particular group of people in another area has addresses an issue and adapt the methodologies selectively and effectively. Learning experiences are achieved through selection of effective teaching methods such as discussions, role plays, projects, and working in groups or as an individual. The criteria given for the selection of leaning experiences include:

- a) **Validity-** where by a particular learning experience technique is selected if it contributes towards the desired behavioral change. The curriculum should be implemented in a way that learners are equipped with the desired knowledge. Teaching of technical and vocational and entrepreneurial skills cannot be effective through lecture methods and memorizations. It requires a practical approach whereby learners are practically engaged in a real-life activity. For instance, in teaching learners to come up with business ideas, the teacher must ensure that the learners actually do come up with viable business ideas either through group work or individual work. This will help learners become source of employment rather than focus on seeking employment.
- b) **Variety-** according to this model, there must be a variety of learning experiences to meet the individual differences of learner. In a society where there is division of roles for both men and females, the curriculum should objectively identify ways in which certain attitudes can corrected or modified. Unemployment rates for females are relatively high in both formal and informal sectors compared to that of males in both formal and informal sectors (United Nations Development Programme, 2013). The Report adds that females are disadvantaged when it comes to access to formal jobs throughout their youth periods. There is thus need to change the attitude amongst the youth that females are bound to do domestic chores and desist from seeking formal employment. Through classroom debates, group discussions, the teacher is thus tasked with guiding learners to change their attitudes. The selected curriculum content must be appropriate to activities youth engage in.
- c) **Significance-** The learning experiences are only meaningful if they contribute to the process of learning and behaviour shaping. To equip the youth with knowledge and skills for self-employment, the learner needs to see how tangible that knowledge and skill is. Hence, there should be concrete manifestations of the theoretical content given in class. Learners will find content significant if they can apply it at home and in life.

Organizing content and learning experience

Content and learning experiences interact during the teaching and learning process. When organizing the content, one should be concerned with how much detail should be included in the curriculum. It also concerns itself with determining which subjects should be compulsory. In this regard, the government needs to ensure that vocational and technical skills and entrepreneurial skills are balanced and integrated in the curriculum so that not only those students who major in Business Studies and Agriculture acquire such skills. It is time curriculum designers of Languages and sciences integrate these skills in their curriculum as well.

The content should at all times remain more practical than theoretical. This will also call for a radical change of an examination oriented approach to more of a skill-acquisition approach. The content learners are given and how it is organized plays an important role in shaping their attitudes towards unemployment. If learners are taught theoretically with no practical emphasis, they develop memorization of skills and seek to pass examinations and get good grades to help them seek for good jobs however, when learners are equipped with practical skills, they develop the hands-on attitude of seeking employment and also creating an employment.

Evaluation

This is the process of getting feedback for decision making on the effectiveness of the curriculum offered. Any designed curriculum must have inclusion of means and procedures of determining whether or not curriculum objectives are being or have been achieved. In any education or training programme evaluation serves as the blueprint for improvement and making of judgement on effectiveness of the curriculum.

1.10 CONCLUSION

Unemployment is a global problem affecting many nations. Given that the government believes in education and training as one of the methods to tackle unemployment, it is time for curriculum designers, developers and curriculum implementers to play the vital role of establishing exactly how reorientation of education and training systems to entrepreneurship education and vocational and technical training areas can be effectively implemented.

1.11 THE WAY FORWARD

To address the issue of youth unemployment immediate action is needed at various levels of education and training:

- 1) Government should develop policy frameworks to coordinate education and training activities at all levels
- 2) Adoption of learner-centred curriculum design at all levels to allow for a link between theory and practice
- 3) Need to offer entrepreneurship component in curriculum to complete the traditional education and training
- 4) Proper implementation of educational policies and frameworks as a viable option to boosting development
- 5) Engaging with “Dual” training and work – experience programmes. These involve close coordination between employers and learning institutions and a focus on relevant skills
- 6) Effective monitoring of curriculum implementation by the Directorate of Quality Assurance and Standards to ensure that the laid down policies are implemented to attain the stated curriculum learning outcomes
- 7) Re-loading of curriculum at all levels to capture emerging need and realities of the country and youths
- 8) Need to develop progressive assessment framework that identifies the knowledge, skills and competencies that will be assessed at each level

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