The role of vocational training centers in socioeconomic empowerment of women in Nakuru Town, Kenya

Esther Awuor Ogema ^{(a)*}, Anthony Mkutu ^(b), Daniel Omollo Owiti ^(c), Zablon Bundi ^(d)

^(a,b,c,d) St. Paul's University, Kenya

ARTICLE INFO

Article history:

Received 08 March 2021

Received in rev. form 14 April 2021

Accepted 15 April 2021

Keywords:

Skills training, Social economic empowerment, Technical and Vocational Education and Training (TVET), Human capital, Vocational training centers, Cultural and traditional duties.

JEL Classification:
B27

ABSTRACT

The project sought to look into the role of the Community vocational training centers in the wider socio-economic empowerment of women. It aimed to find out the effects of skills training on social economic empowerment of women, examine the impact of Technical and Vocational Education and Training on social economic empowerment of women and explore ways of improving the performance of Technical and Vocational Education and Training on social economic empowerment of women. The study adopted a quantitative descriptive and explanatory design. This way the detailed description comes before the final explanation. The study primarily depended on questionnaires to get study data. Findings indicate that indeed vocational training can enable women to create employment opportunities and give them access to the job market. The findings identified equal pay, access to education (Including vocational training), Gender equality in the workplace, respect for human rights and non-discrimination, and gender sensitive recruitment as factors that TVETs use to reduce discrimination and improve women's quality of life. Vocational training centers are still subject to negative perceptions where people think that they are "lesser" institutions. The vocational centers need to shed the label that they are for failures, that they are lesser institutions and that they are not prestigious enough. Improvement can also come through advocacy. Overall, the study ascertained that vocational training provides positive outcomes especially in the lives of women and girls. They get to enjoy increased wages, employment mobility, employment opportunities, entrepreneurship and social transformation. Therefore, there should be an increase in the number of vocational centers.

© 2021 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Introduction

Vocational training is an avenue through which a society creates a pool of skilled manpower that is capable of increasing industrial output. It is a process of education that readies people to participate in various jobs including particular trades and crafts or even as technicians. Vocational education happens at the post-secondary, further education, and higher education level. Alternatively, it can be pursued as an apprenticeship. In the past, people who were masons, iron smiths and carpenters passed down their knowledge to several apprentices. It is from these apprentices that their way of doing things grew.

Technical and vocational education and training (TVET) has been part of formal education since the very founding of the nation's school system. The colonial government, run by the British, introduced TVET as a means of generating skilled human resource for use in the building and establishment of the colony. The natives, though skilled in their own way of life were not at a position to help the colonialists in their day to day routine. Industrial training in Kenya goes as far back as 1921 when the colony was still young. TVET institutions churned out needed construction workers, home, office furniture, and agricultural workers and they still do (Sang, Muthaa, & Mbugua, 2012).

These workers had been taught to think from a practical perspective which enabled them to slot seamlessly into the production line. TVET has been presented as an alternative to university education. In Kenya, it is usually pursued by those who are unable to enter universities or lack the finances to pay their way through private colleges. These colleges have proved to be an important tool for

* Corresponding author. ORCID ID: 0000-0002-2677-1685

empowerment as they have successfully introduced young people, both male and female into the job market (Sang, Muthaa, & Mbugua, 2012).

Internationally, the gap between women and men has been reduced but much of it remains in place. Women are still poorly represented in leadership, business and the workplace. Statistics show that women do not earn the same wages for the same work. At the same time, there are some sectors are male dominated meaning the male numbers effectively shuts female participation out. This gap needs to be reduced if not eliminated in all aspects of the market. It should also be the source of much focus across the board. Internationally the wage and opportunity gap has received significant attention. A similar situation exists in Kenya.

Occupational gender segregation has been identified as one of the reasons why women earn much less compared to their male counterparts. When women crossover into male dominated fields of employment stand to benefit more than those who don't. Women who crossover make three times higher profits and earning than those who do not. TVET provides women with an opportunity to crossover into jobs that were the exclusive preserve of males. This gives them an opportunity to improve their economic capacity and gets them access to much needed capital.

The new constitution created devolved government units in the form of counties and wards. These counties have been charged with running community based vocational training centers that existed before the change in government structure. Now that these institutions are in the control of the county structures, there are more chances for young men and women to get training in traditional trades such as skilled construction (e.g., masonry, carpentry, plumbing), automotive mechanics and tailoring along with business, computers and secretarial skills (Hicks, 2013).

TVET and the socio-economic empowerment of women

Access to finance is one thing that women can use in the quest for socio economic empowerment. In order to access finance, women need education and the skill to tap into the job and self-employment market (Buehren, & Van Salisbury, 2017). In Kenya, women continue to strive to overcome the patriarchal hurdles that bar them from supporting themselves and their families. One of these hurdles has been the lack of skills training for those without formal education. Community vocational training centers present women with an opportunity to have marketable skills that they can use to get jobs or become self-employed (Falavigna, Ragazzi, & Sella, 2015). Most of the skills on offer were viewed as "men's work" but over time, women have slowly debunked this belief. With the new avenues provided with these skills, women, especially those from low income areas, can finally seek solution to their financial challenges and long-term socio-economic empowerment. Studies have shown that TVET in general, has a tangible impact on the student's quality of life. However, there is still a gap when it comes to linking TVET and its effect on young women specifically. The impact on TVET on youth in general is well captures but the training of women from a feminist perspective is yet to be done. Therefore, this study sought to look into the role of the Community vocational training centers in the wider socio-economic empowerment of women Nakuru Town East Sub-County. It compared women who have gone through TVET and those who have not to see if the training made an impact on their quality of life.

Literature Review

Theoretical and Conceptual Background

According to Goel & Vijay (2017), girls face the challenge of financial capital. Many girls and women still struggle with the dynamics of patriarchal society where they do not have access to wealth or means to generate income. Women, in most societies are not allowed to inherit land and their progress is largely dependent on male presence in their lives. They lack the tools required to forge their way into financial and social independence due to limited space within the job market and open discrimination in favor of men. As opposed to handouts and token opportunities, women need an active plan that will bridge the gap between men and women in terms of employment numbers and the ever-widening wage gap. In order for change to take place there is a need for a system that gives women and girls a fair shot in the market (Goel & Vijay 2017). The present system appears to be in favor of patriarchy to deliver substantial benefits for women even in the long term.

To achieve this there are three methodologies that can be employed namely financial, employment, and life-skills and social support strategies (Goel & Vijay, 2017). Women require financial assistance to start their own businesses, marketable means of earning regular pay and the ability to make social and personal decisions that will have a lasting impact on their lives. It is the classic approach that demands teaching a person to fish in order to feed him/her for a lifetime. Women require skills and knowledge that will enable them to actively participate in the job market either as innovators or as employees. Locking them out completely is detrimental to them and to society as a whole. Education can come in so many forms but in this study the focus shall be on vocational training. Vocational training/education is a process that prepares men and women to work as technicians and various trades and crafts. It is often also referred to as technical training or career education. Vocational training is one of the methods through which women can create employment opportunities. It is imperative that women are at a point of reacting to market needs so the training has to be of a certain quality and that employers have to be willing to hire participants (Goel, & Vijay, 2017).

Therefore, vocational training can transform the social fabric around women and girls because they will have better job prospects and social capital. Girls need a route out of poverty for themselves and their families. Statistics show that women make up most of the world's poor and this has a knock-on effect on themselves and their social networks. Therefore, especially in developing countries,

society is lagging behind because women have been left behind in almost all aspects of capacity building. Communities cannot progress if women are not at the forefront of developmental activities. Workforce development and employment strategies are vital in this process and have to be strategically utilized. Once these young women enter the job market, they are able to support their parents and siblings while also attaining mobility, creating new links and relationship and the added advantage of personal autonomy (Ahamad, Sinha & Shastri, 2016). This translates to progress for them and their offspring. Even in unions, the women are able to contribute towards financial stability of the home strengthening communities as a result. This has the potential to bridge some of the development issues that the world and Kenya in particular, is facing.

According to Chowdhury (2015), one of the main targets of TVET institutions has been the promotion of women's education. There have been efforts to create more avenues for training and development including TVET. Advocates for women's rights recognize the fact that women need to have the knowledge and skills necessary to advance themselves in the marketplace. In the past, women were left out of the job market completely because they had nothing to offer at that point. Women were not allowed or subtly prevented from furthering their education as the emphasis was on marriage and bearing children. Women were also largely expected to stay at home and labor for the family. This has since changed and there is a clear need to keep them advancing within the various institutions in the economy. TVET, should run parallel to workplace policies and programs that get women to advance themselves in all levels. There should be company supported opportunities for education and training including vocational training and business literacy where the women can use this know-how beyond the workplace (Chowdhury, 2015). It is in this way that women can grow into leadership positions where female representation is still very low.

According to Kinney, Boldosser-Boesch, & McCallon (2016) economic empowerment of girls depends on the availability of jobs and an environment where they can participate in those jobs. TVET institutions and policymakers must promote and agitate for gender equality in the workplace and incentivize firms to establish environments where women can be productive and free of harassment and general maltreatment. It is another societal hurdle that women have to overcome at almost every level. Women find themselves struggling for basic respect and acceptance. Despite being qualified they are still expected to occupy gender roles even in the workplace. They are regularly relegated to carrying out female centered duties and given "wifely" instructions even in meetings. It attacks their self-esteem and negates the advocacy and the effort expended to get them there. This means that women who have been seconded by vocational training centers should be brought into a place where they are assured of respect and support for human rights and nondiscrimination. Reality should not remove them from one harsh environment into another that has little change and produces more friction for them to overcome.

Vocational training has an impact on earnings and employment. There have been studies conducted before on the efficacy of such types of initiatives on girls in various countries. Johnson (2015) explained that in Liberia, the World Bank carried out a study on technical skills training that was going on in that country. The project involved training adolescent girls and then finding job placements for them in companies that needed caterers, painters, drivers and professional cleaners. The results were quite positive. In a country such as Liberia that has been ravaged by civil war and suffers from poor infrastructure, vocational training has proved to be more effective than formal education. Formal education requires time and a level of concentration that many of the beneficiaries of the project did not have. At the same time, many were young mothers or has some obligations to fulfil which made the need for an income urgent. The results proved that despite patriarchal systems and widespread illiteracy, women can still be elevated to a new level with the right kind of strategy and proper execution (Johnson, 2015).

Up to 50 % of the girls were employed and there was 115% increase in their earnings. Therefore, the technical skills training indeed had a hand in their economic outlook (Johnson, 2015). The increase in employment and income also, in turn, improved the girl's social standing and gave them power to make the decisions and have greater agency over their lives. In the areas where the project took place, the communities adopted a different shape compared to where there was none. Women and girls could pursue their own desires and seek leisure, something they could not do when they were dependent on their male counterparts. Many of these changes are bound to make a lasting transformation in the years to come. Women can have a voice in political arena and even own property, things that were impossible to accomplish without the window opened by vocational training. Such initiatives need to be replicated in as many other areas of the world as possible.

Conceptual framework

The conceptual framework is the foundation on which the entire research project is based. It identifies the network of relationships among the variables considered important to the study of given problem. The independent variables include Skills training, impact of the training and improvement of vocational education. Vocational education gives women Access to marketable job skills that leads to employment opportunities and financial capital. Economic empowerment leads to control over and allocation of financial resources, in this case, vocational education is a means through which women can get to financial resources. They also benefit from employment mobility meaning that they can shift from one sector to another because of their skills and capacity.

The second independent variable is impact of TVET which leads women to increased wages, entry into male dominated sectors along with reduction in the pay gap. When women receive vocational training, they are able to venture into job opportunities that provide increased wages which are often male dominated. When they get to these sectors, they have access to greater financial stability which enable them to pick and choose what they want to do with their money. They can even move from one job to another all based on the salaries and wages so they gain autonomy, self-confidence and the ability to act individually. The third independent variable is

improvement of TVET institutions which pushes for Mentorship, improved trainer capacity, investment in technology and collaboration with industries. Once women gain better vocational education and training, they will be in a stronger position so that their skills are not ignored or taken for granted in the workplace. Improvement targets policies and laws that can influence the institutions to grow into a conducive environment for women to study and improve their lives.

The dependent variable is the socio-economic empowerment of women because that is the ultimate goal of the independent variables and their objectives. The indicators for socio economic empowerment of women will include ownership of homes, businesses, and independence in terms of financial decision. The other indicators could include leadership, influence over decisions in the home and membership of financial institutions like sacco's and "chamas". The intervening variable is the government policy on TVETs and gender equality. These policies shape the government's reaction and approach towards women empowerment. It is the independent variables that either promote or hinder community vocational training centers in their initiative to help young women gain financial stability which in turn leads to social change in the long run.

Figure 1: Conceptual framework; Source: Own Conceptual framework (2019)

Research and Methodology

Research design

The study adopted a descriptive and explanatory design. This way the detailed description comes before the final explanation. The descripto-explanatory design is the preferred method when the study seeks to explain a particular issue instead of just describing it (Mugenda & Mugenda, 2009). The main push of using this method was to identify the root cause of the phenomenon behind the inquiry. Descriptive research explores factors like behavior, values, and characteristics surrounding a certain position. Descriptive research is also quite useful in handling variables as they occur in their ordinary settings (Mugenda & Mugenda, 2009). Further, descriptive methods are used to unravel and evaluate the characteristics and unique features of a certain individual or collective. The method has also been used extensively in behavioral sciences as it presents various occurrences and types of behavior (Lewis, 2015).

Target population

For this study, the target population was women who have received training at TVET institutions within Nakuru East town Sub-County over the past five years (2020-2015). According to the County records, there are three TVET institutions in Nakuru East Town Sub-County. Mugenda and Mugenda (2009) state that a target population is a group of individuals, cases or objects that share similar characteristics which are the focus of the study.

Table 1: Target population

TVETs In Nakuru Town East Sub County	No. of Students	No. of Women
Kenya Industrial Training Institute	500	150
Nakuru Youth Polytechnic	250	120
Lion Hill Youth Polytechnic	200	110
Total	950	380

Source: Nakuru East Sub County Education Department

Sample and sampling technique

The study used stratified sampling technique to come up with the study sample. A combined list of the participants was drawn from the database of the TVET schools in Nakuru Town East Sub County. These schools are the custodians of the information on the women who have undergone vocational training. The intent of stratified sampling was to have representation from all levels of the population including the subgroups that may exist among them (Teddlie & Yu, 2007). The participants of had to include women who reside in different locales in Nakuru town and are drawn from diverse socio-economic classes.

The sample is a chunk of the population that is selected to be part of a research study. It defines the selected groups of elements, that is, individuals, groups and organizations (Mugenda, and Mugenda, 2009). According to Kothari (2010), the sample of 30% is sufficient for descriptive research. Therefore, the sample of this study comprised of 114 women selected from each of the TVET institutions located in Nakuru East Town Sub-County. This number was sufficient in providing the study with data.

Table 2: Sample and sampling technique

Institution	No. of Women	Sample Size
Kenya Industrial Training Institute	150	45
Nakuru Youth Polytechnic	120	36
Lion Hill Youth Polytechnic	110	33

Source: Nakuru East Sub County Education Department

Research instrument

The study primarily depended on questionnaires to get study data. Questionnaires are effective in collecting data because they do so in a standardized process which is much better than oral interviews which have so many possible parameters (Mugenda & Mugenda, 2009). The questionnaires presented structured, closed ended questions that were based on the objectives of the study in conjunction with the research questions.

Data collection techniques

The researcher acquired the necessary documentation for the research activity. Once the documentation was in place then the next step was to carry out field visits to the TVET institutions to get the list of potential participants. Once the sample was identified, contact with them was established. Once the participants agreed to participate then the researcher administered the questionnaire. The participants were given verbal instructions and assured of confidentiality. The researcher also answered any questions and clarified everything that was not clear. Once the questionnaires have been filled, the researcher collected them for interpretation.

Implications

Respondents Demographic information

In terms of gender, 100% of the respondents were female. The target population was exclusively female, so the questionnaire was administered to the identified female participants. When it comes to age distribution, the majority were aged between 26 and 35 years of age. Up to 19% of the participants were aged 18-25 years, 37% were between 26-30 years, 37% between 31-35 years and only 7% between 36-50 years.

Figure 2: Age of respondents

Economic empowerment

When asked about how they would term economic empowerment, the respondents were shared across the three options. Up to 38% selected agency, which is an individual's ability to make and act on own choices. On the other hand, 32% selected resources to make the decision, including authority to make decisions, 30% opted for Achievements, which are the outcomes from decision making.

Table 3: Economic empowerment

Economic empowerment	Percentage
Agency, which is an individual's ability to make and act on own choices	38%
Resources to make the decision, including authority to make decisions	32%
Achievements, which are the outcomes from decision making.	30%
Total	100%

Essentials for economic empowerment

When asked about the essentials to social empowerment, the respondents were supposed to select three that they felt communicated best. The respondents selected autonomy with the highest frequency of 78. The others shared the remaining statistics, which included 58 for self-confidence, 51 for ability to act individually, 57 for strong social relationships and 53 for influence.

Table 4: Essentials for economic empowerment

Term	Frequency
Autonomy	78
Self confidence	58
Ability to act individually	51
Strong Social Relationships	57
Influence	53

Ways to achieve economic empowerment.

When asked about economic empowerment and how best is can be achieved for women, the respondents were provided with three options. Vocational training got the most mentions with a frequency of 66. Access to savings groups was at 49, microcredit had 48, income generating activities had 49, cash/asset transfers had 42 and education received 39.

Table 5: Essentials for economic empowerment

Term	Frequency
Vocational Training	66
Access to savings	49
Microcredit	48
Income generating activities	49
Cash transfers	42
Education received	39

Vocational training on employment opportunities.

The respondents were asked about vocational training and if it can enable women to create employment opportunities and give them access to the job market. Up to 88% agreed with this statement while 12% refused.

Figure 3: Vocational training on employment opportunities

Vocational training in socio-economic empowerment

The respondents were asked about the factors that make vocational training part of the process of women socio-economic empowerment. From the options available, 9% selected skills development, 21% identified increased technical capacity, 35% selected life skills, 26% social support and exposure while 9% selected greater access to job market

Table 6: Vocational training in socio-economic empowerment

Factor	%
Skills development	9%
Increased technical capacity	21%
Life skills	35%
Social Support	26%
Greater access to job market	9%
Total	100%

Vocational training

All 98 (100%) of the participants had attended a level of vocational training.

Effect of vocational training on economic status

The participants were asked the extent which the vocational training had changed their socio-economic status. A majority, 51% participants stated that it had changed their status to a very large extent, 36% stated that it was to a large extent, 12% said that they were not sure while only 1% felt that it was to a small extent.

Figure 4: Effect of vocational training on economic status

Results of vocational training

When asked about the positive results when it comes to vocational training the respondents were required to select three options. The respondents responded with increased wages having 53, Employment mobility had 60, which was equal to employment opportunities which also had 60, Entrepreneurship had 66 while Social transformation had 51.

Table 7: Results of vocational training

Result	Frequency
Increased wages	53
Employment mobility	60
Employment opportunities	60
Entrepreneurship	66
Social Transformation	51

Personal change

The study asked the participants if they had experienced any personal change in the long and short term due to the vocational training. Up to 90% of the participants stated that they had experienced a level of change courtesy of vocational training while 10% were of the opinion that it did not make any significant change.

Figure 5: Vocational training on employment opportunities

Extent of impact of vocational training

When asked about the extent that vocational training induced personal change influence their life in the long and short term the participants were provided with five options. Up to 29% felt that it was to a very large extent. 46% stated that it was to a Large extent, 19% were not sure or do not know, 5% said that it was a small extent while 1% were of the opinion that it was to a very small extent.

Table 8: Extent of impact of vocational training

Extent	Percentage
Very large extent	29%
Large extent	46%
Do not know	19%
Small extent	5%
Very small extent	1%
	100%

Negative perceptions

The participants were also asked about the common negative perceptions associated with vocational training. Up to 35% said that it is for failures, 48% felt that they are lesser institutions and 17% shared that they are not prestigious.

Figure 6: Negative perceptions

Role of advocacy in socio economic empowerment

The participants were asked whether they believed that advocacy has a role in the process of socio-economic empowerment of women especially in terms of access vocational training. Up to

86% agreed that advocacy has a role in the process of socio-economic empowerment of women especially in terms of access vocational training while 14% felt that it did not.

Figure 7: Role of advocacy in socio economic empowerment

Extent of Role of advocacy in socio economic empowerment

When asked about the extent to which advocacy plays a role in the process of socio-economic empowerment of women especially in access vocational training the participants gave varied reactions. Up to 57% of the participants state that it is to a Very large extent, 20% said it was to a large extent while 22% did not know.

Table 9: Extent of Role of advocacy in socio economic empowerment

Extent	Percentage
Very large extent	57%
Large extent	20%
Do not know	23%
	100%

Reduction of discrimination.

Discrimination has a negative effect on the lives of women and girls. The respondents identified what aspects in TVETs and the training they offer that are necessary to reduce discrimination and improve women's quality of life. Up to 21% pointed to equal pay, 31% access to education (Including vocational training), 23% Gender equality in the workplace, 15% Respect for human rights and non-discrimination, 7% Gender sensitive recruitment and 1% harassment and mistreatment of women.

Table 10: Reduction of discrimination

Factor	Percentage %
Equal pay	21%
Access to education	31%
Gender equality	23%
Respect for human rights	16%
Gender sensitive recruitment	8%
Harassment	1%
Total	100%

Conclusions

Overall, vocational education was designed to give people a chance at being productive members of society. Although the execution of this noble idea has suffered its fair share of disappointments and challenges, the approach cannot be faulted for what it has done for a section of the population. In Kenya, vocational education has received a much needed boost through devolved government which has given it a much needed shot in the arm. More and more young people are joining vocational training centers across the country. Even though these institutions are not as prestigious as universities and low-level colleges, they serve an important purpose in the wider scheme of things.

Women are an important demographic when it comes to the issue of vocational training. Women still lag behind their male counterpart in almost every economic and social measure. Patriarchy and cultural pressures that place motherhood and marriage above personal accomplishment have conspired to mire women in a perpetual state of disadvantage. However, things are hanging. Cultural shifts have been brought about by a general change in attitude and perception. There has been a renewed interest on the social and economic

empowerment of women and girls. One means of changing the lives of women is through education. Vocational education is one of the several levels of education available for women and girls.

When women attend vocational training, they gain skills. These skills provide them with access to employment opportunities. These employment opportunities give them access to their own funds. Having their own funds leads them to agency, which is an individual's ability to make and act on own choices. They also have access to resources to make the decision, including authority to make decisions. Finally, when they have access to finance, agency and decision making they are bound to have achievements which are the outcomes from decision making. For women to enjoy social and economic empowerment they need autonomy, self-confidence, ability to act individually, strong social relationships and influence.

Out of all these factors, autonomy is the most crucial. Women, therefore, require autonomy before any other factor. Personal autonomy is the capacity to decide for oneself and pursue a course of action in one's life, often regardless of any particular moral content. Women are often subjected to several levels of leadership in their own family that diminish their autonomy from a young age. Their fate is decided by their parents, spouse even societal pressures from other women. If all these negative forces are eliminated, a woman who is in control of her own fate is likely to grow and reach new heights. Vocational training can enable women to seek employment opportunities which, in turn, provides them with increased access to the job market. This is a positive change. The change was evidenced by those who were a part of the study. The respondents all agreed that it vocational training had changed their socio-economic status.

Vocational training provides positive outcomes especially in the lives of women and girls. They get to enjoy increased wages, employment mobility, employment opportunities, entrepreneurship and social transformation. Those who had attended vocational training transformed their lives to a great extent. It also had a massive influence on how they got to live their lives. It is quite apparent that vocational training has some tangible impact on the lives of women and girls. This impact then seeps into the families and social networks of these women. The knock-on effect presents an important boost to the community which means that vocational training may benefit society as a whole especially in income areas.

One aspect that must be addressed is the issue of perception. Vocational training centers are still subject to negative perceptions where people think that they are "lesser" institutions. The vocational centers need to shed the label that they are for failures, that they are lesser institutions and that they are not prestigious enough. Improvement can also come through advocacy. Advocacy is one way to eliminate and reduce discrimination and other harmful practices that people encounter that may hinder their progress.

References

- Adema, L. C., Malietsu, M. C., & Anyanje, S. T. (2019). Influence Of Stakeholder Empowerment On Sustainability Of Social Based Corporate Projects In TVETs In Western Kenya. *International Journal of Project Management*, 2(3).
- Ahamad, T., Sinha, A., & Shastri, R. K. (2016). Women Empowerment through Skills Development & Vocational Education. *SMS Journal of Entrepreneurship & Innovation*, 2(2), 76-81.
- Bresnahan, T., Rizzo, A., Burke, S., Partin, M., Ahlness, R., & Trimmer, M. (2016). Using virtual interactive training agents with adults with autism and other developmental disabilities. In *Proceedings of the 11th international conference on Disability*. Los Angeles, CA: Virtual Reality & Associated Technologies. *J Autism Dev Disord* **48**, 905–912 (2018). <https://doi.org/10.1007/s10803-017-3374-z>
- Buehren, N., & Van Salisbury, T. (2017). Female Enrollment in Male-Dominated Vocational Training Courses. <https://openknowledge.worldbank.org/handle/10986/27481> License: CC BY 3.0 IGO."
- Chowdhury, E. H. (2015). Rethinking patriarchy, culture and masculinity: transnational narratives of gender violence and human rights advocacy. *Journal of International Women's Studies*, 16(2), 98-114.
- Falavigna, G., Ragazzi, E., & Sella, L. (2015). Gender Inequalities and Labour Market Inclusion. An Integrated Approach to Vocational Training in Piedmont. *Politica economica*, 31(1), 97-120.
- Goel, D., & Vijay, P. (2017). Technical and vocational education and training (tvét) system in india for sustainable development.
- Hamisu, M. A., Salleh, K. M., Sern, L. C., Adamu, B. Y., & Gambo, K. (2017). Proposed Competency Model for Technical and Vocational Education and Training (TVET) Lecturers Teaching in Technical Colleges, Bauchi State in Perspective. *Traektoriâ Nauki= Path of Science*, 3(9).
- Hicks, J. H., Kremer, M., Mbiti, I., & Miguel, E. (2013). Vocational education in Kenya: Evidence from a randomized evaluation among youth. Nashville, TN: Vanderbilt University.
- Hilal, R., & McGrath, S. (2016). The role of vocational education and training in Palestine in addressing inequality and promoting human development. *Journal of International and Comparative Education*, 5(2), 87-102.
- Jaquette, J. S. (2018). Liberalism, feminism and the global political economy of liberal feminism. In *Handbook on the International Political Economy of Gender*. Edward Elgar Publishing.
- Johnson, E. J. (2015). Empowerment of women through vocational training. *Basic Research Journal of education Research and Review*, 4(2), 37-44
- Kanjilal-Bhaduri, S., & Pastore, F. (2018). Returns to Education and Female Participation Nexus: Evidence from India. *The Indian Journal of Labour Economics*, 61(3), 515-536.

- Kinney, M. V., Boldosser-Boesch, A., & McCallon, B. (2016). Quality, equity, and dignity for women and babies. *The Lancet*, 388(10056), 2066-2068.
- Law, S. A. (2019). In defense of liberal feminism. In *Research Handbook on Feminist Jurisprudence*. Edward Elgar Publishing.
- Mugenda, O. M. and Mugenda, A. G. (2009). *Research Methods: Qualitative and Quantitative Approaches* (Revised edition) Nairobi: Acts Press.
- Mulder, M. (2018). Researching vocational education and training: An international perspective. *Journal of Vocational, Adult and Continuing Education and Training*, 1(1), 35-35. <https://doi.org/10.14426/jovacet.v1i1.302>
- Orlova, L. V., Sakhabieva, G. A., Vasyaycheva, V. A., & Pronina, N. N. (2016). Impact of educational attainment on the development of female entrepreneurship in Kazakhstan. *Indian Journal of Science and Technology*, 9(11).
- Sang, A. K., Muthaa, G. M., & Mbugua, Z. K. (2012). Challenges Facing Technical Training in Kenya. *Creative education*, 3(01), 109. <http://dx.doi.org/10.4236/ce.2012.31018>
- Shan, H., Liu, Z., & Li, L. (2015). Vocational training for Liushou women in rural China: development by design. *Journal of Vocational Education & Training*, 67(1), 11-25. <https://doi.org/10.1080/13636820.2014.967797>
- Macmillan, K., Ruth K., & David, L.C. (2011). *Successful Fundraising: A strategic and practical guide*.
- Shetty, S., & Hans, V. (2015). Role of education in women empowerment and development: Issues and impact. *Role of Education in Women Empowerment and Development: Issues and Impact (September 26, 2015)*. <http://dx.doi.org/10.2139/ssrn.2665898>

Publisher's Note: SSBFNET stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

© 2021 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

International Journal of Research in Business and Social Science (2147-4478) by SSBFNET is licensed under a Creative Commons Attribution 4.0 International License.