

ANNEX 1 – STEP 1 TOOLKIT: CAPTURING ASPIRATIONS AND ENTRY SUPPORT

This toolkit provides practical instruments for institutions, facilitators, and youth representatives to implement Step 1 of the *Meaningful Youth Engagement (MYE)* Framework. It supports the systematic collection, discussion, and tracking of learner aspirations to ensure that TVET training aligns with youth goals, motivations, and challenges.

Each tool may be adapted by institutions depending on their context and integrated into broader Monitoring, Evaluation, and Learning (MEL) systems to ensure continuous youth engagement and support.

TOOL 1: ASPIRATION SURVEY TEMPLATE

1. Purpose / Objective

To systematically capture the career goals, motivations, and learning expectations of new learners entering TVET programmes. The tool will help institutions align training design, counselling, and career support with youth aspirations, ensuring that programmes are learner-centred and responsive to both personal ambitions and labour-market realities.

2. Target Users

- Admission Officers / Guidance Counsellors
- Class Tutors / Instructors
- Youth Representatives (as co-facilitators)
- Institutional M&E or Planning Units

3. Instructions for Use

1. Administer during learner enrolment or orientation week.
2. Allow 15–20 minutes for completion.
3. Use digital (KoboToolbox, Google Form) or paper-based format, depending on context.
4. Encourage learners to respond in their own words for open-ended sections.
5. Ensure youth facilitators or peer mentors are available to clarify questions.
6. Inform respondents that the information is confidential and will be used to improve training and support services.

4. Tool Design (Survey Template)

Institution: _____

Programme/Trade Area: _____

Date: _____

Name of Learner (optional): _____

Enumerator/Facilitator: _____

SECTION A – LEARNER PROFILE

1. Sex: ☐ Male ☐ Female ☐ Prefer not to say
 2. Age: _____ years
 3. Do you have any form of disability? ☐ Yes ☐ No If yes, please specify:

 4. Highest level of education completed: _____
 5. Region/District of residence: _____
 6. How did you hear about this TVET programme?
☐ Friend ☐ Youth Ambassador ☐ Radio/TV ☐ Social media ☐ School
☐ Other: _____
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SECTION B – CAREER GOALS AND ASPIRATIONS

1. What kind of work or business do you hope to do after completing your training?

2. Why did you choose this field or programme? (tick all that apply)
☐ Personal interest or passion
☐ Family influence
☐ To earn income
☐ To contribute to my community
☐ To start my own business
☐ Other (please specify): _____
3. What motivates you the most about this training?

4. On a scale of 1 to 5, how confident are you that you can achieve your career goal?
☐ 1 Very low ☐ 2 Low ☐ 3 Moderate ☐ 4 High ☐ 5 Very high

5. If you could describe your biggest dream for the future in one sentence, what would it be?

SECTION C – LEARNING PREFERENCES

1. How do you prefer to learn? (tick all that apply)

- ☐ Hands-on practical work
- ☐ Classroom lessons
- ☐ Apprenticeship with an employer
- ☐ Group projects or study circles
- ☐ Online or digital learning
- ☐ Other (please specify): _____

2. What type of learning environment helps you do your best work?

SECTION D – CHALLENGES AND SUPPORT NEEDS

1. What challenges might affect your participation in this training? (tick all that apply)

- ☐ Financial constraints
- ☐ Transport or distance
- ☐ Lack of family support
- ☐ Language or literacy difficulties
- ☐ Disability-related barriers
- ☐ Childcare responsibilities
- ☐ Other (please specify): _____

2. What kind of support do you expect from the institution or programme?

SECTION E – MENTORSHIP AND COMMUNICATION

1. Would you like to be paired with a peer mentor? ☐ Yes ☐ No

2. How would you prefer to receive updates and information from the institution?

☐ WhatsApp ☐ SMS ☐ Email ☐ Noticeboard ☐ Other: _____

3. Would you be interested in taking part in youth activities or feedback sessions within the institution?

☐ Yes ☐ No

CONFIRMATION

I confirm that the information I have provided is true to the best of my knowledge and that it will be used only for improving the programme and learner support.

Signature / Initials: _____

Date: _____

5. Data Use and Analysis Guidance

- **Entry-Level Analysis:** Aggregate results by trade, gender, region, or vulnerability status to inform class composition and support planning.
- **Programme Design:** Use results to adjust curriculum or career guidance activities.
- **Feedback Loop:** Present anonymised summaries during student assemblies or on noticeboards (*“You said you want more practical lessons → We added new workshops”*).
- **Tracer Study Integration:** Link learners’ baseline aspirations to post-training employment outcomes through follow-up surveys.

6. Ethical and Inclusion Considerations

- Ensure all questions are **voluntary** and responses remain confidential.
- Use **inclusive language**—avoid gendered or elitist terms (e.g., replace “weaknesses” with “areas for support”).
- Provide **sign-language or translation support** for learners with disabilities or limited literacy.
- In low-connectivity areas, administer using **oral interviews** by trained youth facilitators.

TOOL 2: PEER MENTOR FACILITATION GUIDE

Purpose:

To guide trained peer mentors or alumni in facilitating group or one-on-one aspiration-mapping sessions with new learners.

The goal is to help learners express their goals, motivations, and challenges freely, and to document these insights so that the institution can respond to their needs and aspirations.

1. Objectives

- Enable learners to reflect on and share their personal and career goals.
- Encourage participation and ownership among new students.
- Collect qualitative data that complements the Aspiration Survey.
- Strengthen peer-to-peer support networks within the institution.

2. Target Users

- Trained peer mentors (senior students or recent graduates).
- Guidance counsellors and class tutors supervising the session.
- Youth representatives or alumni facilitators.

3. Preparation Before the Session

1. Review the **Aspiration Survey** results (if already collected).
2. Prepare a **flipchart, markers, or notepad** to record common themes.
3. Arrange learners in **small groups (5–8 persons)** for discussion.
4. Create a friendly, inclusive environment — introduce yourself, state your role, and emphasise confidentiality.
5. Ensure representation of women, learners with disabilities, and those from diverse backgrounds in each group.

4. Suggested Session Flow (60 minutes total)

Step 1 – Introduction (10 min)

- Welcome participants and explain the purpose of the session.
- Example message: *“We want to understand your goals and what you expect from this training so we can make the experience more relevant to you.”*

Step 2 – Icebreaker (5 min)

- Quick activity: *“Dream Line.”* Ask each learner to share one dream job or business idea in one sentence.

Step 3 – Discussion (30 min)

Guide the group through these questions and record highlights:

1. What motivated you to choose this course or trade?
2. What kind of work or business do you hope to do after training?
3. What challenges might make it hard for you to complete your training?
4. What kind of support would help you most (e.g., mentorship, equipment, transport, counselling)?
5. What changes would you like to see in how TVET is taught or managed?

Step 4 – Reflection and Feedback (10 min)

- Ask: *“What have you learned about yourself or your peers during this discussion?”*
- Summarise key points, thank the group, and explain what will happen next (how results will be shared with management).

Step 5 – Documentation (5 min)

- Record main themes, recommendations, and notable quotes on the reporting sheet below.
- Submit the summary to the Guidance or M&E Unit for integration into institutional planning.

5. Reporting Template for Peer Mentors

Date of Session: _____

Facilitator(s): _____

Number of Participants (F/M): _____

Programme / Department: _____

Main aspirations expressed by learners:

Key challenges identified:

Support requested by learners:

Mentor's observations or recommendations:

6. Tips for Effective Facilitation

- Listen actively; avoid dominating the discussion.
- Use simple, non-technical language.
- Encourage quieter learners to contribute.
- Do not judge or criticise responses.
- Use open-ended questions (“What makes you think so?” “Can you tell me more?”).
- Ensure the group reflects on both career and personal development aspirations.
- Close with appreciation and remind learners that their views will be used to improve programmes.

7. Ethical and Inclusion Guidelines

- Maintain confidentiality; do not share personal information outside the group.
- Obtain consent before quoting learners’ statements in reports.
- Be sensitive to gender and cultural dynamics during mixed-group discussions.
- Include learners with disabilities fully; assist as required.
- Ensure that discussions are safe, respectful, and non-discriminatory.

8. Expected Outputs

- Completed peer-mentor reporting sheets summarising group aspirations and challenges.
- List of learners interested in ongoing mentorship or support activities.
- Insights that feed into institutional planning, curriculum review, and counselling services.

TOOL 3: TRACER STUDY INTEGRATION TEMPLATE

Purpose:

To connect what learners *aspired to achieve* at entry with what they *actually achieved* after completing training.

This tool strengthens institutional feedback loops by analysing how TVET programmes respond to youth ambitions, and it supports curriculum improvement, career guidance, and policy dialogue.

1. Objectives

- Track the extent to which learner aspirations translate into employment, self-employment, or further education.
- Identify gaps between aspirations and outcomes for continuous programme improvement.
- Capture success stories and lessons that demonstrate youth agency and participation.
- Generate evidence for institutional planning, accreditation, and donor reporting.

2. Target Users

- Monitoring & Evaluation (M&E) officers
- Institutional Planning Units
- Guidance & Counselling Units
- Ministry or Agency TVET departments conducting tracer studies

3. Instructions for Use

1. Use data from the **Aspiration Survey (Tool 1)** as a baseline.
2. Conduct follow-up tracer surveys **6 months, 12 months, and 24 months** after graduation.
3. Collect responses through phone calls, online forms, or alumni visits.
4. Involve youth representatives or alumni networks in data collection to strengthen ownership.
5. Compare baseline aspirations with current outcomes using the template below.

4. Template: Aspirations vs. Outcomes Tracker

Institution: _____

Programme / Trade: _____

Cohort Year: _____ Number of Respondents: _____

Learner ID / Name	Gender	Initial Career Aspiration (from Entry Survey)	Current Employment / Education Status	Type of Work / Business	Is Current Work Aligned with Initial Aspiration? (Yes/No/Partly)	Reasons for Change or Gap	Support Received from Institution (Mentorship, Job Placement, etc.)	Comments / Recommendations
001	F	Start tailoring business	Self-employed – sewing shop	Tailoring	Yes	—	Received startup kit	Wants digital marketing training
002	M	Become auto-mechanic	Apprentice in local garage	Mechanics	Partly	Needs formal certification	Attended short course	Requests advanced tools

(Add rows as required.)

5. Summary Indicators for Institutional Analysis

After compiling tracer data, compute the following indicators for management reporting:

- % of graduates employed or self-employed within 12 months of completion.
- % of graduates whose current work aligns with their stated entry aspiration.
- % of graduates pursuing further education related to their trade area.
- Top three barriers preventing learners from realising their aspirations.
- Top three institutional supports most valued by graduates (mentorship, job linkages, finance, etc.).

6. Qualitative Follow-Up (Optional Section)

Conduct short interviews or focus-group discussions with a few graduates to deepen understanding of their journey.

Suggested questions:

- How has your training helped you pursue your original goal?
- What changed in your plans since you started work?
- What additional support would help you progress further?

Document selected **case stories** illustrating alignment between aspiration and achievement. These can be used for advocacy and showcasing programme impact.

7. Data Management and Use

- Store all data securely and anonymise personal identifiers.
- Share findings with staff and learners in a “You said → We did” format to close the feedback loop.
- Feed insights into curriculum review meetings, employer partnerships, and alumni engagement plans.
- Provide summary findings to national TVET authorities to inform policy updates.

8. Ethical and Inclusion Considerations

- Obtain consent from graduates before follow-up contact.
- Ensure gender-balanced tracer samples.
- Capture disaggregated data (gender, disability, region, socio-economic background).
- Make accommodations for graduates with disabilities or limited connectivity (phone interviews, community visits).

9. Expected Outputs

- Completed “Aspirations vs. Outcomes” dataset.
- Institutional Tracer Study Report highlighting alignment between youth aspirations and programme outcomes.
- Recommendations for improving course relevance, guidance, and transition-to-work support.

TOOL 4: COUNSELLING SESSION CHECKLIST

Purpose:

To provide a structured guide for career and personal counselling sessions with learners. The checklist ensures that discussions consistently address learners' goals, challenges, and progress, and that support actions are properly recorded for follow-up.

1. Objectives

- Strengthen the link between aspiration data and ongoing learner support.
- Ensure uniform documentation of counselling sessions across departments.
- Identify learners needing additional psychosocial, academic, or livelihood support.
- Facilitate referral to other institutional or community services when necessary.

2. Target Users

- Guidance and Counselling Officers
- Class Tutors / Heads of Department
- Social Welfare or Student Support Officers
- Designated Peer Mentors (for initial triage)

3. Instructions for Use

1. Conduct counselling at least once per term or semester for each learner.
2. Use the checklist during individual or small-group sessions.
3. Keep completed forms confidential and store securely.
4. Update follow-up actions after each meeting and review during the next session.
5. Where possible, digitise the form for easier tracking and reporting.

4. Counselling Session Checklist Template

Institution: _____

Counsellor: _____

Date: _____

Learner Name / ID: _____

Programme: _____

Session Type: ☐ Individual ☐ Group

Session Number: ____ of ____

A. Personal Information and Background

1. Age: ____ Gender: ____ Disability (if any): _____
 2. Current living arrangement (e.g., with family, hostel, alone): _____
 3. Any special circumstances to consider (e.g., parenting, health, financial hardship):

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B. Aspirations and Goals

1. Describe your current career goal or dream after training: _____
 2. Has this goal changed since you joined the programme? ☐ Yes ☐ No If yes, why?

 3. What steps have you taken so far toward this goal? _____
 4. What skills or competencies do you feel you still need to develop? _____
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C. Academic and Training Progress

1. How are you performing in your courses or practicals? ☐ Excellent ☐ Good ☐ Fair ☐ Needs Support
 2. Any specific modules or practicals you find difficult? _____
 3. Attendance rate (approximate): ____ %
 4. Instructor feedback (if available):

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D. Challenges and Barriers

1. List any personal or institutional challenges affecting your learning (e.g., finance, transport, health, family): _____
 2. What support do you think would help you overcome these challenges?

 3. Do you feel safe and supported within the training environment? ☐ Yes ☐ No If no, please explain: _____
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E. Psychosocial Well-Being

1. Overall well-being status (self-rated): ☐ Very Good ☐ Good ☐ Fair ☐ Poor
2. Any recent issues affecting mental health or motivation? ☐ Yes ☐ No
If yes, briefly describe and note whether referral is needed: _____
3. Support networks available (family, friends, mentors, faith group, etc.):

F. Action and Follow-Up Plan

1. Immediate actions to be taken (by learner or counsellor): _____
2. Referrals (if required): ☐ Health Unit ☐ Financial Aid ☐ Mentorship Programme ☐ External Agency ☐ Other _____
3. Next appointment date: _____
4. Summary of session outcome: _____

Counsellor's Signature: _____

Learner's Signature: _____

5. Follow-Up Tracking Sheet (for Internal Use)

Learner ID	Date of Session	Key Issue Addressed	Action Taken	Next Follow-Up Date	Status (Resolved/Ongoing)
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6. Ethical and Inclusion Guidelines

- Obtain informed consent before each session.
- Maintain confidential records and restrict access to authorised staff only.
- Provide reasonable accommodations for learners with disabilities (e.g., sign-language interpretation, assistive devices).
- Pay attention to gender dynamics during mixed sessions; allow safe spaces for sensitive topics.
- Refer cases beyond the counsellor's capacity to qualified professionals or partners.

7. Expected Outputs

- Completed Counselling Session Forms for each learner per term/semester.
- Periodic summary reports highlighting common issues and recommended interventions.
- Data feeding into the institution's Monitoring and Evaluation system and Youth Support Plan.