EVALUATION REPORT

ON VTC ALLOCATIONS/ PROJECTS AND DEVELOPMENT OF SCORECARDS

KISUMU COUNTY

National Taxpayers Association
pesa zetu, haki yetu

giz

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ACRONYMS

BOMs		Boards of management
CHV	-	Community Health Volunteers
CRC	-	Citizen Report Card
CSO	-	Civil Society Organization
FGD	-	Focus Group Discussions
ICT	-	Information and Communication Technology
KII	-	Key Informant Interviews
NTA	-	National Taxpayers Association
PWDs		Persons with Disability
SPSS	-	Statistical Package for the Social Sciences
TVET	-	Technical and Vocational Education and Training
TVETA	-	Technical and Vocational Education and Training Authority
UNCRPD	-	United Nations Convention on the Rights of Persons with Disabilities
VTC	-	Vocation Training Centre

CHAPTER ONE: INTRODUCTION

1.1 About GIZ

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH has been working in Kenya since 1975. On behalf of the German government GIZ works with the national, international, and private sector in Kenya with its main commissioning party as the German Federal Ministry for economic cooperation and development (BMZ). Further, in the priority area of sustainable development, GIZ supports vocational education and training for youths and young adults. The goal is to equip young people with skills for the job market, especially for private sector jobs. Vocational training to farmers is also being promoted. GIZ also promotes good governance and the fight against corruption.

1.2 Project Background and context

The Vocational Training Centers (VTC) have become a priority area for government and development partners and are currently receiving substantial funding. Consequently, the Government of Kenya has put in place strategies which have resulted into the increase of enrolment in VTCs from 162,071 in Financial Year (FY) 2018/19 to 235,607 in Financial Year (FY) 2020/21 according to the National Treasury. Evidently, there is increased enrollment in this sector, due to the efforts by the government to build skills and competencies towards alleviation of unemployment and contribute to the realization of Vision 2030. The VTC sector has been allocated Ksh 525.9 billion, Ksh 539.9 billion and Ksh 558.4 billion in the FY 2022/23, FY 2023/24 and FY 2024/25, respectively. Additionally, the national government has been supporting Vocational Training Colleges (VTCs) through issuance of conditional grants.

With the increased allocation to the sector, there is a need for adequate transparency and accountability measures. Notably, there is a need to address institutional gaps in the areas of public procurement and financial management in the VTC sector. There is therefore the need to focus on the sector and generate sufficient data on the basis of civilian oversight to enhance advocacy and champion for open contracting portals for Kisumu County.

It was therefore against this backdrop that GIZ was running a Good Governance programme in Kisumu county. Under the programme the two counties were being supported to enhance accountability and transparency systems, capacitate the county government employees as well as the citizens on good governance initiatives and mechanisms.

Further, to achieve its objective, the programme pursued a multi-level and multi-actor approach, working with partners along the anti-corruption chain to lay the foundations for less corrupt, fairer, and more efficient public service. The program aimed to use digital systems to enhance transparency in public procurement (e-procurement) and complaints management, improve data for governance and promote cooperation, coordination and capacity development between state, non-state actors, private sector and media partners.

The Good Governance programme works with state actors at both levels of government to support the development and implementation of policy, legal and institutions reforms for fighting corruption, enhance capacities for investigating corruption and strengthening collaboration and coordination of the various actors along the criminal justice chain. In addition, the programme seeks to sustain civic vigilance to promote social accountability and public participation while working with civil society organizations, private sector, and media.

1.3 Consultancy Purpose and Objectives

The purpose of this evaluation was to conduct a social audit on the Vocational Training Centres' allocations/projects and develop scorecards for Kisumu County. The reports were intended to provide scientific data that would assist the County governments to address institutional gaps in the areas of public procurement and financial management in the VTC sector. Further, the consultancy was to generate sufficient data on the basis of civilian oversight to enhance advocacy and champion for open contracting portals for Kisumu County.

The overall objective was to collect data on VTC allocations to measure the result of conditional grants as a financing mechanism in Kisumu County. The findings of the scorecard was to be used to improve the quality of education in VTCs and financing by both levels of government.

CHAPTER TWO: EVALUATION METHODOLOGY

2.1 Consultancy Design and Approach

The overall consultancy approach was based on mixed methodology where both qualitative and quantitative data was gathered. Throughout all phases of the Evaluation, human rights and gender-responsive approaches were applied in the design of the study. The steps below provide a breakdown of the proposed methodological approaches to conducting the social audit exercise

Step One

Preparatory Phase: Inception meeting, designing scope of the impact study and the tools

Step Two

Field work Phase: Visit the respondents to collect primary data for the impact study

Step Three

Further Desk Review and Report development, develop draft and Final reports

2.4 Consultancy process and approach

2.4.1 Preparation of inception and data collection tools

The first step in the study involved holding a virtual meeting with NTA and GIZ staff to outline the scope of the consultancy assignment and agree on the consultancy parameters including, tools, consultancy design, methodology, respondents who were to be interviewed, locations to be covered and timelines to be used during the consultancy assignment. The meeting also provided a platform to outline the resources and documents that were needed to deliver the task and used the opportunity to clarify expectations from GIZ. Alongside the review of the relevant existing literature and project documents, consultant embarked on developing the tools that were used for data collection.

2.4.2 Sampling of study respondents

Simple random sampling technique: In the selection of students participating in the perception survey tool, a simple random

sampling techniques was utilized. This was used to inform the study about the available services, the accessibility and quality of the services and students' entitlements to the facilities. The study respondents were mainly drawn from the targeted Vocational Training Centers identified in the two counties. The Cochran's formula for an infinite population, liable to 5% adjustment was used to draw the sample size for the study. The formula was used as the population targeted is infinite and large involving two counties.

n= zσ2/Σ
= [1.96*9.95]2/1*1.05 (for a 95 % confidence interval)
n = [1.64*9.95]2/1*1.05 (for a 90 % confidence interval)
Where;
n = Sample size
Z= Z value found in the z table at a given confidence value.
σ= Population variance estimate, Σ = Level of precision.

With a variance estimate of 9.95 and a 95% Confidence Interval, a representative sample size of 400 students derived from the formula was targeted and proportionately distributed among the two counties. This provided a sample size of 200 students per county. Each institution's sample size (ni) then assumed a proportionate distribution of the entire sample size.

Purposive sampling technique: This was used for the selection of respondents for qualitative data collection method. This was done through purposive sampling approach. The sample approach was used in selecting individuals from the target population to participate in focus groups and key informants. Key informants (KIIs) were drawn from the VTCs within Kisumu county targeting the centre manager and the FGD groups where the quorum for FGD was not reached. This therefore targeted the instructors and the board of governors. Selection of FGD participants factored spatial distribution of the VTCs in the two counties. The FGD respondents comprised of the students, instructors and the board of governors within the selected VTCs.

2.2.3 Literature Review and Policy Analysis

This involved a secondary analysis of the project documents which included activity reports, documented study reports and monitoring reports.

2.2.4 Primary Data Collection

The primary data collection phase entailed mobilization of study respondents, identification and training of research assistants and data collection using survey questionnaires, key informant interview and focus group discussion guides.

Following the pre-test of the data collection tools and approval by NTA staff and GIZ staff, the consultants embarked on data collection using various data collection technique and approaches mentioned below:

The primary data collection adopted a hybrid approach where data was collected through face to face meetings within the vocational training centres.
Specifically, the data collection techniques were used:

a) **Online Survey Questionnaires:**
Individual household survey questionnaire were administered to 125 students spread across the vocational training centres in Kisumu County. The survey questionnaire was used to assess if the existing structures within these VTCs are adequate and if they help the trainers in their learning.

The survey questionnaires were administered physically, where the interviewer first explained the purpose of the survey, criteria for selecting, confidentiality of data collected, and the intended use of the data collected. Consent of the respondents was obtained before proceeding with the interview. Using the web-based technology approach on the ONA platforms, the interviewers recorded and captured the responses, opinions, perceptions and comments, which were then submitted directly to central server.
The household questionnaires were categorized as below in the selected study sites:

Region	Number Reached
KISUMU	125

b) Key informant Interviews (KIIs): Through the use of key informant interview guides, data was collected from 9 VTCs in Kisumu County. The key informant interviews were held with the board of governors, instructors and the centre managers. The key informant interview guide was used to assess the opinion on how the resources available in the VTCs contributed towards addressing the gaps to achieving the intended objectives.

Institution (VTC)	Category/ Designation	Total Respondents
Chwa	Centre manager	1
	Board of governor	1
	Instructor	1
Bar Mathonye	Centre manager	1
	Board of governor	1
	Instructor	1
Kianja	Centre manager	1
	Instructor	1
Withur	Centre manager	1
	Board of governors	2
Obange	Board of governor	1
Alara	Centre manager	1
	Board of governor	1
	Instructor	1
Kadongo	Centre manager	1
	Board of governor	1
Kochogo	Centre manager	1
Kegoche	Centre manager	1
TOTAL		**19**

Focus Group Discussions (FGDs): This tool targeted the board of governors, the instructors and the students within the VTCs sampled. During the data collection process, 13 FGDs were conducted with the different targeted groups mentioned. The study participants to the FGDs comprised of a minimum of 6 and a maximum of 8 respondents who were engaged through a participatory process to share their experience on the social audit that was being conducted. The table below illustrates the category of respondents that were targeted for FGDs.

Institution (VTC)	Category/ Designation	Total Respondents
Bar Mathonye	Students	16
Kianja	Board of governors	4
Obange	Students	16
	Instructors	6
Alara	Students	8
Kadongo	Students	16
	Instructors	8
Kochogo	Board of governors	4
Rotary	Students	8
Kegoche	Board of governors	4
TOTAL		**90**

2.3 Data Analysis, Management and Reporting

Data analysis and management involved a combination of data analysis methods such as descriptive analysis, content analysis, quantitative/ statistical analysis, and comparative analysis. Descriptive analysis provided basic information about variables of the dataset. It was also an important first step for conducting statistical analyses. It gives an idea of the distribution of the data to identify possible solutions and to conduct further statistical analyses. Content analysis was used to determine the presence of certain words, themes, or concepts within the collected qualitative data. Comparative analysis was used to provide comparisons on the perceptions and opinions between different country chapters'. This mixed-methods approach allowed for triangulation of data from different sources and ensured that findings were supported by a range of quantitative and qualitative data sources.

Quantitative data analysis:
The first step in quantitative data analysis involved data cleaning to detect and correct errors and inconsistencies in data that may have occurred due to errors in data collection and/ or entry. The second step was descriptive data analysis to highlight differences in data between different disaggregated groups by sex, disability status, age, and other social characteristics. The descriptive analysis was conducted through calculating percentages and frequencies for project related indicators. The last step in quantitative analysis entailed triangulation of quantitative and qualitative data to provide explanations to some of the findings from quantitative results. The quantitative data analysis was done using STATA version 16 to interpret the results of the study findings along the evaluation themes.

Qualitative data analysis:
The first step in qualitative data analysis was transcription of all notes, responses, and comments contained in hand written notes and audio recorded voice of different study respondents. The second step was content analysis of the qualitative data. The qualitative data was organized, reviewed and categorized by the data analyst along ideas, themes, concepts, or phrases that answered to the evaluation objectives and study purpose. The qualitative data was then triangulated with the quantitative data to generate content and evidence on how the project had contributed towards improving the livelihood conditions of the small scale farmers who participated in the project across the target countries.

Data quality assurance:
The study observed data quality protocols to ensure that the information and data collected was accurate and reliable. These protocols included: supervision of the study teams which ensured that fieldwork was conducted as stipulated in the inception report, all the interviewers in the study were briefed through face to face meetings on the general background of the study, sampling procedure, and administration of the interview guides and how to conduct interviews with different study respondents. To ensure daily debrief sessions were held with the data collection team to address any emerging issues during the field work.

Development and Dissemination of study report:
Data generated from the quantitative and qualitative data analysis and information obtained from the secondary data analysis of project reports and literature review of policies was used to develop the evaluation report. The evaluation report provides evidence and findings on how the project interventions contributed towards uplifting the lives of the Participating small scale farmers in East, Central and Southern Africa regions.

2.4. Ethical Considerations

The conduct of the study adhered to a specific set of codes of conduct for the study team as well as ethical obligations to study participants in relation to data collection, data management, storage and usage. Strategies deployed in this regard included:

a. During the preparatory phase, a section of the study participants were selected to pre-test the data collection tools. Their participation was voluntary and they were informed of the results of the pre-testing exercise. Results of the pre-testing was used to produce the final versions of the data collection tools.
b. During the data collection phase, study participants were assured of the confidentiality of all data collected from them. The respondents were further assured that the data collected from them would be used exclusively for the development of the end term evaluation report and would not be used for any other purpose without their express consent. This was clearly stated in the introductory section of all the data collection tools and read to the study participants. Further, the study tools did not contain fields that captured personal data that could be used to identify respondents. Additionally, The FGD session did not capture names of participants and no video recording was taken to preserve their confidentiality.
c. Participation was based on informed consent which entailed providing study participants with information about the research and its approach, their role in the research, attendant personal benefits, both directly and indirectly.

Further, the evaluation participants signed consent forms before the enumerators commenced data collection.

d. The interactions between the consultants and the participants as well as among the study participants themselves was based on mutual respect and trust.

e. Safeguards observed to ensure confidentiality during data processing and reporting included not referring to any of the respondents by name other personal attributes which could lead one to identify the respondent being referred to unless such reference would not expose them to any risks.

CHAPTER THREE: STUDY FINDINGS

3.1 Introduction

The NTA governance project targeted VTCs in the county of Kisumu to promote access to quality education in the VTCs, financing by both levels of government and enhance prudent utilization of resources in the respective institutions. The data used to generate these study findings was gathered from the target beneficiaries and representative groups from the respective VTC institutions.

This section of the report presents findings from the analysis. The study findings identifies demographic characteristics of the study respondents, analyzed the quality of learning and training facilities, looked at the state of public safety and health and the quality of education services in the assessed institutions.

3.2 Demographic characteristics of the respondents

3.2.1 Gender of respondents

The study established that more than half of the surveyed respondents, 67.2% were female while 32.8% were males.

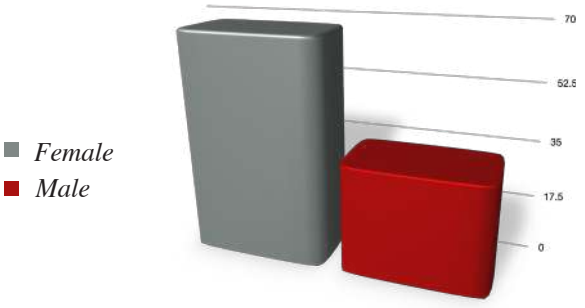


Figure 1: Distribution of respondents by gender

3.2.2 Age category of respondents

Assessment on the age of respondents revealed that 67.5% were in the youthful age of between 18-24 years, 17.1% were between 25-30 years, and 11.4% were below 18 years, 2.4% were between 31-34 years, while 1.6% were between 35-40 years.

Below 18 years	11.4%
Between 18-24 years	67.5%
Between 25-30 years	17.1%
Between 31-34 years	2.4%
Between 35-40 years	1.6%
Total	**100.0%**

Table 1: Age categories of Respondents

3.2.3 Education level of respondents

The study established that the 45.5% of the surveyed respondents had completed their secondary education, 42.3% had completed their primary education, none is attending adult education, and 1.6% had no formal education while 10.5% indicated to have attended other forms of education.

None	1.6%
Primary completed	42.3%
Secondary completed	45.5%
Adult education	0.0%
Other	10.5%
Total	100.0%

Table 2: Education level of Respondents

3.2.4 Religion of respondents

The majority of the surveyed respondents, 98.4% were Christians. Only 1.6% indicated that they were Muslims and none indicated as being traditionalists.

Christian	98.4%
Islam	1.6%
Traditionalist	0.0%
Total	100.0%

Figure 2: Religion of respondents

3.2.5 Disability status of respondents

The study revealed that most of the respondents, 95.1% considered themselves not disabled while only 4.9% were persons with disability. Assessment on the type of disabilities indicated that 4.1% were physically disabled, 2.2% were visually impaired while 0.4% had multiple impairments.

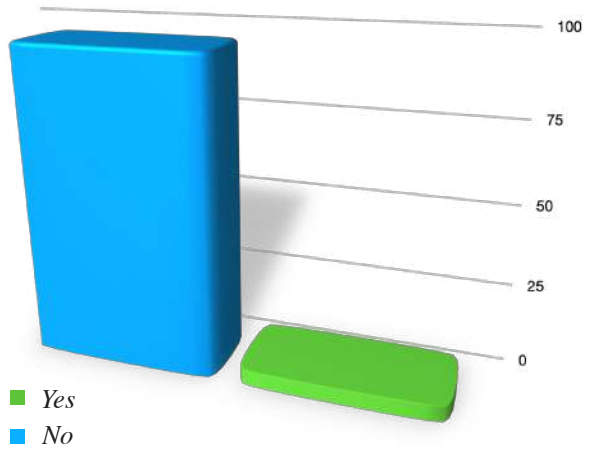


Figure 3: Disability status of respondents

3.3.1 Availability of infrastructure

This section looked at the state of infrastructure available at the vocational centres in the study. The study established that 88.8% of the institutions had theory rooms, 76.7% had administrative offices, and 69.8% had staff common rooms, 50.9% were equipped with ICT infrastructure and provided outdoor recreation facilities in form of games and sports facilities, 31.9% of the institutions had drainage systems with proper sanitation and water supply while 6% had a library.

Theory rooms;	88.8%
Administration offices;	76.7%
Library;	6.0%
Staff common rooms;	69.8%
Outdoor recreation facilities in form of games or sports facilities;	66.4%
Drainage system, proper sanitation and water supply;	31.9%
ICT infrastructure.	50.9%
Others	0.0%

Table 3: Available facilities within the institutions

#Facilities for residential students:

The evaluation analysed the status of vocational centres by assessing the types of facilities available for the residential students. The facilities assessed included; kitchen and dining facilities, trainee accommodation, including adequate laundry and storage facilities, spaces of worship and the status of health unit.

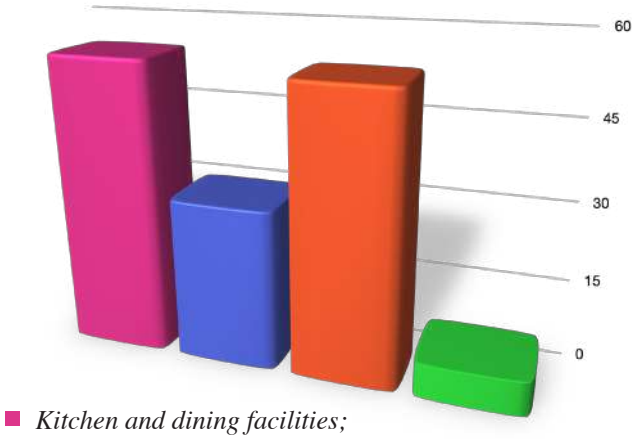
On the availability of kitchen and dining facilities, the evaluation noted that 54.5% of the vocational centres had kitchen and dining facilities in Kisumu County.

On the state of trainee accommodation, including adequate laundry and storage facilities, the evaluation noted that more than a third of the vocational centres assessed, 30.1% in Kisumu County had trainee accommodation and provided adequate laundry and storage facilities.

On the availability of spaces of worship within the assessed vocational centres, the evaluation established that more than half of the centres, 52.8% in Kisumu had worship centres within their premises.

The availability of health units within the centres was also evaluated, and only 6.5% of the institutions in Kisumu County indicated being well equipped with a functional health unit.

Figure 4: Available facilities for residential students

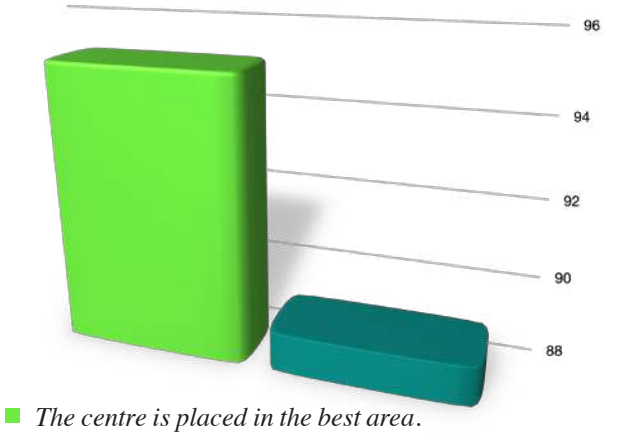


- *Kitchen and dining facilities;*
- *Trainee accommodation, including adequate laundry and storage facilities;*
- *Spaces of worship;*
- *Health unit*

During FGD with the mixed students from both counties, the study noted some inadequacies with regard to boarding, catering amenities and spaces for workshops. Some of the institutions undertake training in the open shade or semi-permanent structures and lack the boarding facilities. There were also cases of non-availability of some training materials such as PVC bending pipes as indicated by the instructors. These inadequacies exacerbate the mismatch between institutional training and the requirements of the industry.

The evaluation also established that the majority of the institutions, 89.4% in Kisumu indicated that the location of their institutions provided a conducive environment for learning activities. On the other hand, 95.1% of the respondents indicated that their institutions are placed in the best area.

Figure 5: Perceptions on whether the surrounding environment is conducive to learning activities



- *The centre is placed in the best area.*
- *The surrounding environment conducive for learning activities.*

A positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioural regulation of students. When educators foster a positive learning culture; learners are more likely to acquire higher motivation that leads to wonderful learning outcomes[1]. Discussions held with a mixed of students informed the study that they often seek a learning environment that is engineered to support their studies and pushes their learning capacity with the altering strategies and teaching practices. The students attributed these to an environment that addresses most of their needs, help them stay positive, connects with them through feedback mechanisms and inform them where they are missing the mark and what is needed to be done, celebrates their success and creates a sense of achievement and healthy learning behaviour which is safe.

The respondents cited lack of machineries, market centres and other factories around the schools as some of the factors that make the institutions conducive for learning. It was however noted that schools with no fence and good security exposed the learners to crime and insecurity. Having security fencing lessens the chances of outsiders from entering the school and help in monitoring when and why the students leave. The respondents noted that it also enhances the supervision of students and reduces the risk of vandalism in the institutions.

> "No, since the institution doesn't have a gate and an elaborate fence, security threats become imminent. It's also not conducive because when it rains, places that have stagnant water harbour animals such as frogs, which are scary and interfere with the learning process. We need security guard at daytime to not allow idlers villagers who come and smoke bhang in the compound. The compound should be fenced completely to avoid bodabodas crossing inside the institution."- FGD with male & female students at Alara VTC

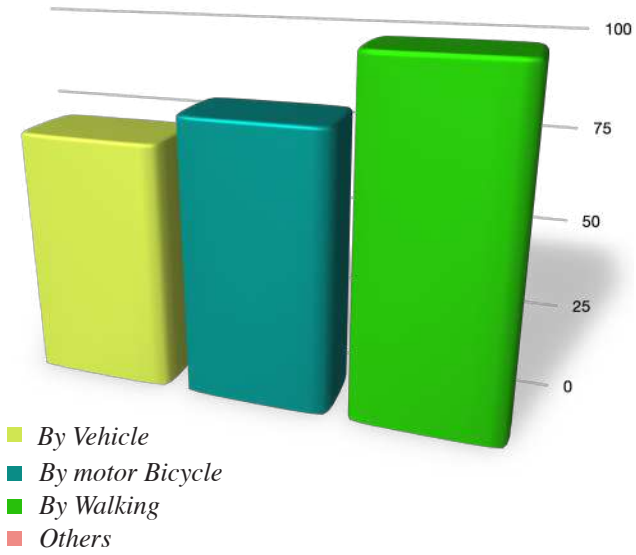
1 https://www.linkedin.com/pulse/importance-positive-learning-environment-geeta-verma#:~:text=A%20positive%20classroom%20environment%20helps,leads%20to%20wonderful%20learning%20outcomes.

The respondents also cited the need to have day-care units at the institutions. Kisumu County stands out as the first county to embrace the on-campus baby care program in Technical and Vocational Education and Training (TVET) centers targeting young mothers who wish to pursue vocational training[2]. This milestone has been deemed as a silver lining for students in TVET centers. The baby care program provide backup baby care for students who have an extra burden of where to leave their young children while studying.

Discussions held with girls in the institutions informed the study that baby care challenges have become a barrier to learning especially for young mothers, who have to be taking class lessons while at the same time looking after their babies. The Students, particularly women and girls, face additional constraints in terms of time available due to competing responsibilities, such as caring for children and elderly family members and other household duties.

The evaluation also analysed the accessibility of the assessed centres it was indicated that the majority of the institutions can be assessed by walking (97%), by motorbike (78.9%) and by vehicle (70.7%).

Figure 6: Accessibility of the institutions



3.3.2 Security of the institutions

This section sought to analyse the perceptions of the respondents on the status of security in the institutions. Respondents from 48.8% of the institutions agreed that the facilities and structures within the institutions are safe for use. Assessing the respondent's perception on the security for users from hazards such as falling, slipping and tripping established that 45.5% agreed that the facilities are safe and secure for the users. On further aspects of security, 49.6% of the respondents agreed that the facilities have in place mechanisms to minimize or avoid security risks associated with the users.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The facilities and structures that are safe for use	13.8%	13.8%	48.8%	23.6%
The facilities are secure for users from such hazards as falling, slipping, tripping;	20.3%	14.4%	45.5%	19.5%
The facilities have in place mechanisms to minimize or avoid security risks associated with users.	15.4%	15.4%	49.6%	19.5%

Figure 7: Respondent's perceptions on security of the institutions

2 https://academia-ke.org/fortherecord/kisumu-county-to-embrace-on-campus-baby-care-programme-in-tvet/

A discussion held with students informed the study that most institutions were not equipped with fire extinguishers and were not safe in case of fire outbreak. For institutions with the extinguishers some of the respondents stated that that they have not been taught how to use the extinguishers, fire points and first aid kits. Fire extinguishers are extremely important as they are the most commonly used for fire protection. These often overlooked devices can be a key component in keeping schools safe during a fire emergency situation[3].

3.4 Public safety and health

3.4.1 Special groups

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) signifies a paradigm shift from seeing disability as a clinical and social welfare issue toward recognizing that disability is a fundamental human rights issue and that meeting the development goals of persons with disabilities is necessary to meeting overall global development goals. This Convention provides a legal framework for all issues related to the lives of persons with disabilities, and it includes explicit language stating that children with disabilities have the right to receive education in an inclusive setting and with the supports needed to succeed[4].

The study evaluated whether the buildings had adequate provisions to cater for the students with disabilities. It was noted that 32.5% of the assessed institutions are currently equipped with buildings that have provisions for PWDs.

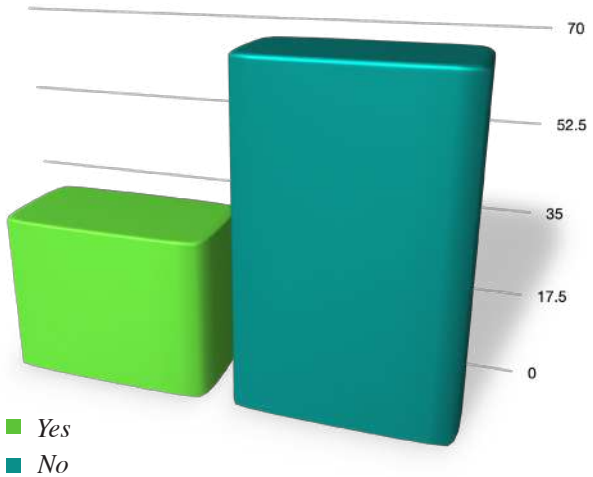


Figure 8: Whether the building have adequate provisions to cater for Persons Living with Disability

Discussions held with instructors across the two counties established that other than ramps the institutions lack facilities put aside to facilitate the people with disabilities like special toilets. Most schools lack basic infrastructure to make the institutions physically accessible for students with disabilities. These included; lack of ramps for wheelchairs and proper tile markings for blind students. Inaccessible washrooms, heavy doors and narrow and dimly-lit entrances also make these institutions inaccessible for students with disabilities.

The study also noted that there is a challenge on unavailability or lack of accessible study materials in most institutions. This barrier is faced mostly by students with low vision or blindness and this is perhaps the biggest hurdle for them. Study materials in accessible formats say braille or audiobooks, are either unavailable or available at a cost unaffordable for a student.

The evaluation also noted that 56.1% of the institutions in Kisumu county had facilities with maintained clean, adequate and suitable sanitary for the trainees, staff and visitors.

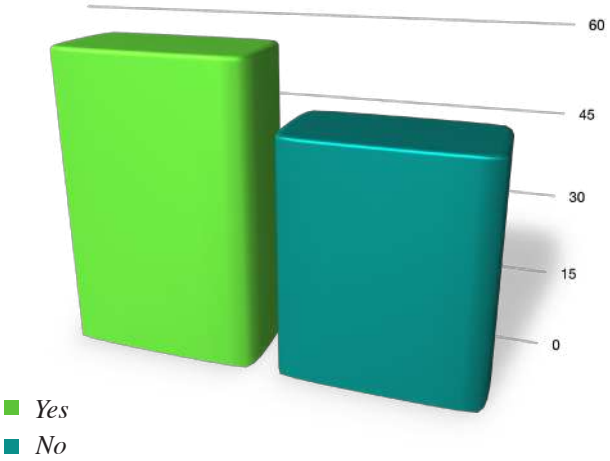


Figure 9: Facilities with maintained clean, adequate and suitable sanitary for trainees, staff and visitors

3 https://www.fcfnational.com.au/blog/fire-extinguisher-training-in-schools#:~:text=Knowing%20the%20proper%20way%20to,the%20first%20line%20of%20defense.
4 https://www.ncbi.nlm.nih.gov/books/NBK554622/

Discussions with instructors informed the study that most institutions have sufficient toilets designated for both boys and girls and for the staff. The respondents indicated that the toilets are clean and are often cleaned by the trainees. The institution provide soaps for cleaning and washing hands. The respondents also denoted that there are water tanks within the institutions that provide water for drinking and cleaning of latrines.

On the provision of proper separate facilities for both gender, the evaluation findings indicate that 62.6% in Kisumu indicated to have this provision. On further enquiry on conformity to other aspects of public health, the study noted that 83.7% of the institutions had one W.C / pit latrine for every 20 female trainees; 77.2% had one W.C / pit latrine for every 25 male trainees; 34.1% had one W.C /pit latrine for every 20 female staff; 25.2% had one W.C/ pit latrine for every 25-male staff; 25.2% had one hand wash basin for every 20 trainees; 17.9% had one drinking water fountain for every 20 users; 10.6% had one urinal stall for every 25 male trainees while 12.2% had a sanitary disposal facility in every water closet for female users.

One W.C / pit latrine for every 20 female trainees;	83.7%
One W.C / pit latrine for every 25 male trainees;	77.2%
One W.C /pit latrine for every 20 female staff;	34.1%
One W.C/ pit latrine for every 25-male staff;	25.2%
One urinal stall for every 25 male trainees;	10.6%
One hand wash basin for every 20 trainees;	25.2%
One drinking water fountain for every 20 users;	17.9%
A sanitary disposal facility in every water closet for female users	12.2%

Table 4: Conformity to other aspects of public health

The study established that only 20.7% of the institutions in Kisumu were well equipped with well-lit and ventilated closets, urinals, wash hand basins, bathrooms and drinking water for residential students.

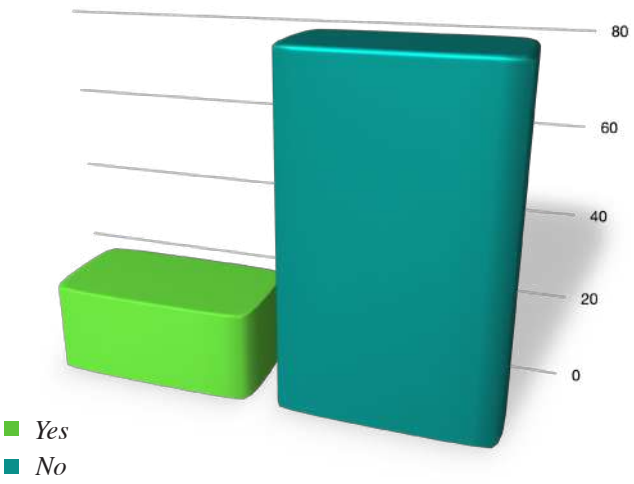


Figure 11: Presence of well-lit and ventilated closets, urinals, wash hand basins, bathrooms and drinking water fountain

On further enquiry whether the institutions conform to other aspects of public health and sanitation, the study noted that 75.6% of the institutions had one W.C. per every 15 male trainees; 65.9% had one W.C per every 10 female trainees; 26.8% had one hand wash basin per every 10 trainees; 16.3% had one urinal per every 10 trainees; 17.9% had one drinking water fountain for every 20 trainees; 14.6% had one bath or shower per every 10 male trainees; 9.8% had one bath or shower per every 8 female trainees; while 13% had a sanitary disposal facility in every water closet for female users.

One W.C. per every 15 male trainees;	75.6%
One W.C per every 10 female trainees;	65.9%
One urinal per every 10 trainees;	16.3%
One hand wash basin per every 10 trainees;	26.8%
One bath or shower per every 10 male trainees;	14.6%
One bath or shower per every 8 female trainees;	9.8%
One drinking water fountain for every 20 trainees;	17.9%
A sanitary disposal facility in every water closet for female users.	13.0%

Table 5: Conformity to other aspects of public health and sanitation

3.4.2 Training laboratories, workshops and studios

The evaluation analysed the proportions of the courses that required the use of laboratories or specialized facilities. It was established that 74.1% of the institutions in Kisumu offered courses that required the use of laboratories and specialized facilities.

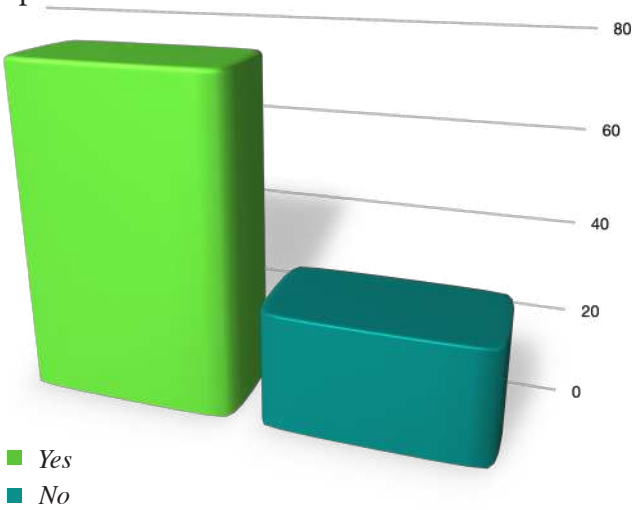


Figure 12: Courses requiring the use of laboratories or specialized facilities

On further enquiry on the institution's conformity to the various aspects of training laboratories, workshops and studios, the evaluation indicated that 60.9% of the institutions had facilities that were adequate and in close proximity to the theory rooms, 62% had rooms for instructional workshops, 41.3% had a workshop/laboratory office, 29.3% had adequate lighting free of flare from exterior light, 17.4% had standard table top electrical service outlets for the instructor's table and for each pair of trainees' workstations. 18.5% had surface treatment of floors, wall and ceiling to reduce noise, 14.1% had at least one workstation for each pair of trainees, adequate stools or chairs, chalkboard, white board or tack board, wall mounted; 8.8% had a sink with hot and cold-water service installation for the instructor's table and for each pair of trainees' workstations while 1.1% of the institutions had at least one corrosion resistant sink and eye-wash fountain as exemplified in the table below.

Be adequate and in close proximity to theory rooms;	60.9%
Have room for instructional workstations	62.0%
A workshop/laboratory office;	41.3%
Have standard table top electrical service outlets for the instructor's table and for each pair of trainees' workstations;	17.4%
Have adequate lighting free of flare from exterior sunlight;	29.3%
Have surface treatment of floors, wall and ceiling to reduce noise;	18.5%
Have a sink with hot and cold-water service installation for the instructor's table and for each pair of trainees' workstations;	5.4%
Have, at least, one workstation for each pair of trainees, adequate stools or chairs, chalkboard, white board or tack board, wall mounted; and	14.1%
Have At least one corrosion resistant sink and eye-wash fountain.	1.1%

Table 6: Provisions of the institutions on the use of laboratories and specialized facilities

Modern libraries with research tools and well trained and motivated teachers make up schools that produce high-quality graduates. The more good books one reads the more enlightened and exposed one becomes. Education is growth, a progressive reconstruction of experience and a lifelong process, not just for acquiring certificates such as diplomas and higher diplomas. The library and information centers are primarily an agency for continuing education, especially in the elimination of illiteracy, capacity building and improvement of student education. All libraries and information centers are expected to provide effective and efficient information service to the urban as well as rural dwellers[5].

On issues library, the evaluation noted that 44.1% of the institutions had a library. Out of this, 14.7% of the institutions had adequately spaced library facilities with enough books while 29.4% did not have enough books.

5 https://www.academia.edu/25590763/RELEVANCE_OF_LIBRARY_AND_INFORMATION_CENTRES_IN_TECHNICAL_AND_VOCATIONAL_EDUCATIONAL_TVE_DEVELOPMENT_TOWARDS_THE_TRANFORMATION_AGENDA_AND_SUSTAINABLE_DEVELOPMENT_IN_NIGERIA

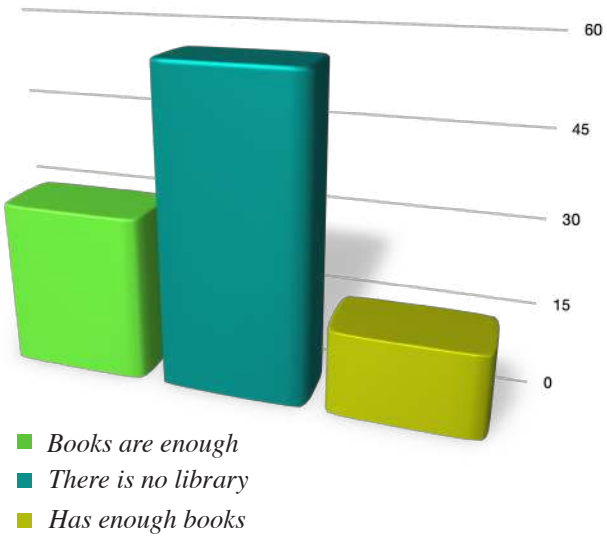


Figure 13: Status of the library facilities

Further aspects about the library facilities and services established that only 2.4% of the VTCs in Kisumu had libraries that offered quality training and learning materials.

On whether the institutions provide recreational (Co-curricular) facilities, 65.9% of the institutions in Kisumu provided these facilities.

On the availability of adequate, safe, reliable water supply, the evaluation established that 30.1% of the institutions indicated being well equipped.

On the availability of adequate waste-water and surface water collection, treatment and disposal system, the evaluation noted that only 17.9% of the institutions in Kisumu had water collection, treatment and disposal services.

Does the library offer quality training and learning materials?	Yes	2.40%
	No	97.60%
Do you have recreational facilities for trainees and staff?	Yes	65.90%
	No	34.10%
Do you have adequate, safe, reliable and adequate water supply	Yes	30.10%
	No	69.90%
Does the institution have appropriate and adequate waste water collection, treatment and disposal system?	Yes	17.90%
	No	81.90%

Table 7: Status of facilities in the institutions

3.5 Quality of Education

High quality training programmes require qualified instructors, appropriate workshops equipment, supply of adequate training materials and practice by learners. However, according to a report done by Kenya Institute for Public Policy Research and Analysis (KIPPRA), the quality of VTC programmes in Kenya is generally low, with emphasis on theory and certification rather than on skills acquisition and proficiency testing. This can be attributed to the inadequacy of instructor skills training, obsolete training and instruction equipment, and lack of relevant instructional materials [6].

3.5.1 Staffing and management

Staffing is key to quality education training within the vocational training centres (VTC). The evaluation analysed the adequacy of staffing, quality, competence and level of professionalism of the staff in the vocational centres. In analysing the adequacy of trainers for programs in the institutions, the evaluation noted that there was insufficient number of trainers in every program of the study with the majority of the institutions, 92.3% indicating to have between 1 to 3 trainers, 6.8% had between 4 to 6 trainers, none had more than ten trainers while only 0.9% had between 7 to 10 trainers.

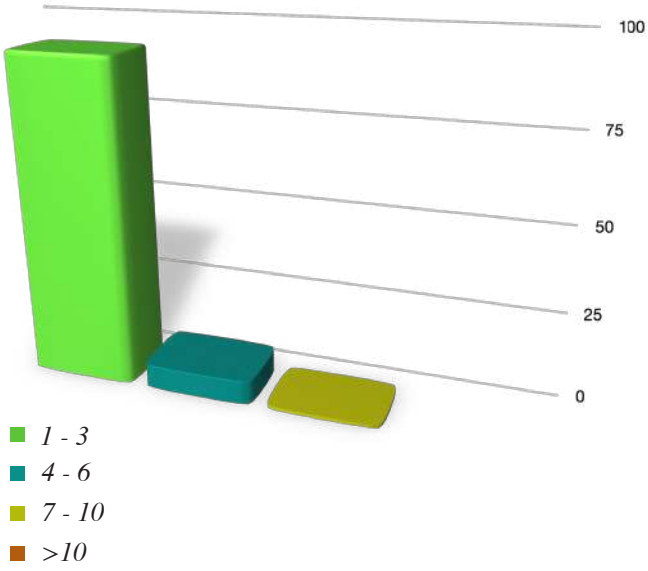


Figure 18: Adequacy of staff

6 https://repository.kippra.or.ke/bitstream/handle/123456789/2687/DP105.pdf?sequence=1&isAllowed=y

The study noted serious problems of understaffing with large instructor student ratios being extra ordinarily high. Discussions with instructors noted that many institutions are understaffed due to poor remuneration and conditions of service. To a large extent staff shortages in these institutions arise from their inability to attract qualified and competent personnel who readily find greener pastures elsewhere in the economies. Discussions held with the board of governors informed the study that staffing in most of the institutions was not adequate and efficient to deliver quality services. Most institutions were reported to be understaffed and the ratio of instructors to the enrolled students not well balanced. In other instances with adequate trainers, the respondents informed the study that they were not well trained to provide quality and efficient training to the trainees.

> "I prefer that the ministry, the relevant ministry of education should focus on giving us trainers who are well educated and trained so we can give quality and efficient training to the trainees. You know if we are not giving quality teachings to trainees, then it means they can't perform at the end of the day. Performance is directly proportional to whatever you teach the trainees. We have like eight trainers and among the eight trainers, the principal is the only person who is trained. So you can see where that leaves us as an institution. To cub all this, let the ministry of education give us trained trainers. Just like they post teachers in other schools, they should also post teachers to vocational training centres who have the training from the relevant institution" –KII with Board of Governor, Kisumu County

Further discussions held with instructors informed the study that the number of instructors differed across different courses. For instance, some courses like computer studies had few or no instructor making it hard for students to register for this courses. Further interviews indicated that VTCs are grappling with shortage of trainers for most of their programmes, brought by the fact that qualified trainers shun VTCs because of low remuneration and poor terms of service. In regard, this has created a situation whereby VTCs managers have resorted to hiring trainers who are not well qualified. The end result is that most of these trainers are incompetent and fail to pass on the requisite skills to trainees, the net effect is that trainees come out of this institutions with little or no skills at all.

Efficiency of trainings:

Efficient training improves students' skills and knowledge of the job and builds their confidence in their abilities. This is key in improving students' performance and make them work more efficiently and effectively[7]. On efficiency of trainers, the evaluation noted that of the assessed institutions, 56.9% of the respondents noted that the trainers were good at providing trainings, 34.1% indicated that the trainers were excellent, 7.8% reported that the trainers were fair at providing services while only 0.9% indicated that the trainers were not qualified.

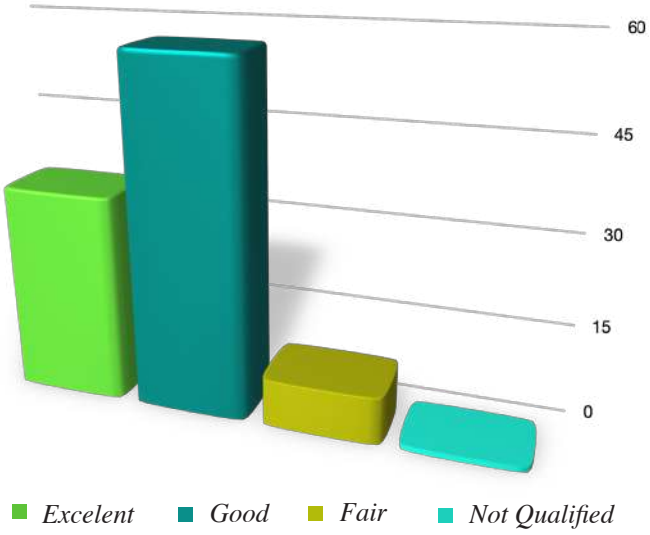


Figure 19: Efficiency of trainers

During a Focus Group Discussions held with the mixed students, the evaluation noted mixed reactions from various set of interviewed respondents. Some of the respondents attributed efficiency in the trainings to the expertise of their instructors. It was established that some of the

7 https://www.indeed.com/career-advice/career-development/importance-of-training

instructors were renowned and had taught and worked in the institutions for quite some time and were able to disseminate the best knowledge and practices to the instructors. The learners also indicated that they are provided with learning and training materials like books, shampoo hair conditioners for hairdressing, PVC pipes etc.

The study also noted that there was a constraint of financial realities in most of the institutions assessed as reported by the respondents. As a result of underfunding, these institutions experience inadequacies in the provision and maintenance of physical facilities which include classrooms, lecture theatres, workshops and laboratories and training technologies. Th respondents mentioned challenges such as lack of resources which often limits the number of practical sessions done, lack of a common curriculum program guide that provides a detailed framework on the topical coverage and timelines and lack of modern equipment. One of the common criticisms of the public VTCs as noted by the study is that it has curricula that are outdated in terms of learning theory and relevance to industry.

Even though some institutions reported good enrollments, the study noted that some were still grappling with low enrollment brought about by a collective of factors including negative attitudes by the communities considering the VTCs as "schools of failures" and only meant to train those students who did not perform well in the formal curricula, poor training due to inadequate/ unskilled trainers, run down infrastructure coupled with challenges in acquiring resources, equipment and books due to lack of finances raised from school fees attributed to failed management systems and high poverty levels.

Administrative support:
The evaluation also established that 69.9% of the respondents felt that the trainers within the assessed institutions were adequately supported by the institutions.

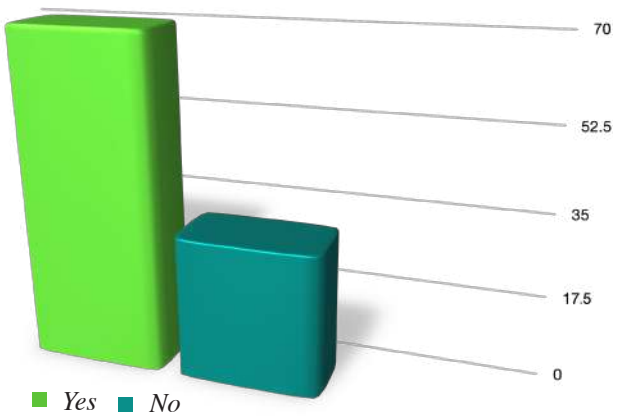


Figure 20: Perception on whether the institution support trainers adequately

Further discussions with the board of management informed the study that the support granted to staff to aid in their work depend on the amount of grant received by the institutions. Most institutions lacked adequate number of support staffs like grounds men, security personnel, cooks and administrative staffs.

> "It depends on the grant. We currently receive very little support. Earlier we used to have motivation money in the budget. There was approval of some little money for an instructor motivation sometimes you can be given 500 or 1000 that one used to be there when money was there but nowadays the money does come are little as per the number of trainees because we have first years and second years. The number of first years the grant come from government for first years the same to second years so it depends if last time you were sent 100 then the money for 100 will come that is how we used do it."-KII with instructors, Kisumu West

Qualification of administrative staff:
Further assessment regarding the qualification of the administrative staff established that 88.3% of the respondents felt that their institutions vetted their staff to ensure they had appropriate qualification in specific technical fields and areas of their operations while only 18.1% dissented that the staff lacked the appropriate skills and qualification in areas of their operations.

The study further found out that most of these instructors were not registered and accredited by TVETA but employed by the school through the board of management. Section 23 of the TVET Act, 2013 requires that all TVET trainers are registered and licensed by the TVET Authority Board. The list of accredited trainers should be posted on the Authority's website and training providers are required to recruit only accredited trainers[8].

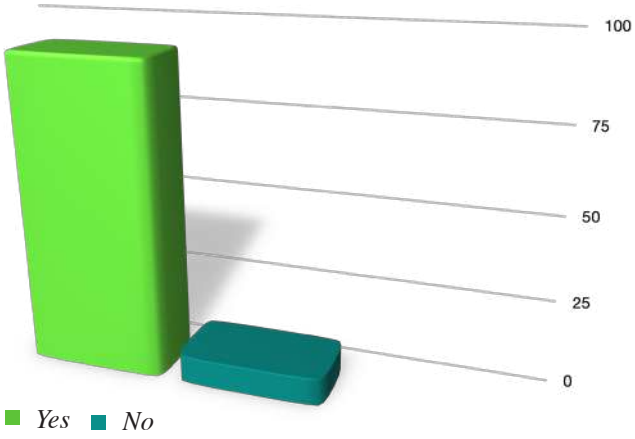


Figure 21: Perception on whether the administrative staff have requisite qualification in their areas of operation

3.5.2 Students Welfare

The study further looked at the student welfare at the vocational centres. Firstly, the study evaluated the provision of industrial attachment opportunities to the students. It was noted that 37.4% of the institutions in Kisumu are currently providing attachment opportunities to their students.

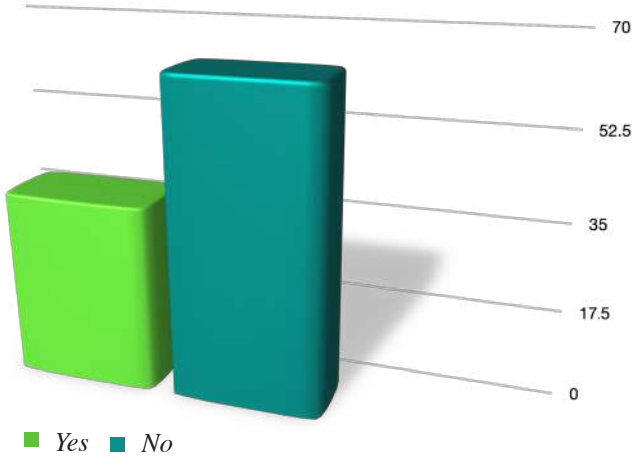


Figure 22: Access to industrial attachment

8 https://www.tveta.go.ke/trainer-application/

The evaluation noted that some of the courses offered addresses the needs of most youth by imparting market driven and hands-on skills for self-employment and venturing into other entrepreneurial opportunities. Students were reported to have gained much through the girl child empowering units like catering, hairdressing, and baking, tailoring and dress making skills. The PLWDs take longer to graduate following their difference in abilities while some with special needs are given referrals to other institutions. Some institutions don't enroll PLWDs due to lack of appropriate infrastructures like the classrooms and washrooms to support their learning.

As earlier pointed out, most of the VTCs lack the requisite materials, equipment and facilities for practical lessons. In this regard has led to some VTCs graduates transitioning out with little or no skills at all hence face lots of challenges while seeking for job opportunities. On labour market linkages and employability, discussions with instructors established that some of the students who perform excellently during their periods on industrial attachments have ended up being absorbed by the respective organizations while others venture into entrepreneurial activities to eke out a living from the experience and skills acquired.

3.6 Sources of funding

Institutions need funding to ensure smooth running of activities and ensuring day to day activities are always in operation. The study looked at the sources of funds for the institutions especially those generated from the county government. It was noted that they were inconsistence in the funding of VTCs by the county government.

F/Y	CONDITIONAL GRANT	COUNTY GOVERNMENT
2022/2023	NON	45,000,000
2021/2022	NON	71,000,000
2020/2021	NON	90,000,000
2019/2020	NON	23,000,000 never released
2018/2019	NON	17,000,000

Table 9: Funds from county government in Kisumu County

3.7 Challenges faced by the Institutions

Poor public and private perception of VTC programmes:
The evaluation noted that for many years, VTCs in Kenya have been perceived as a career path for those with low academic qualifications and limited prospects for further education and professional development in formal education. To some extent, this impression is created by the public that the primary objective of VTCs is to absorb those who either drop out of basic education, do not qualify for secondary education, do not qualify for university admission, and in some cases the marginalized youth who want some basic skills for survival. This problem is worsened by the fact that there are limited and/or no entrepreneurial motivation campaigns, and the status of most of these institutions is relatively low.

Inadequate and unqualified trainers:
The evaluation noted that most VTCs are grappling with shortage of instructors for various programmes that they are offering. Qualified trainers shun VTCs because of low remuneration and poor terms of service. This has created a situation whereby the board of directors for various institutions have resorted to hiring trainers who are not qualified. The end result is that most of these trainers are incompetent and fail to pass on the requisite skills to the learners.

Poor leadership and management:
Any educational institution needs a strong leadership and management to guide it towards attaining its goals and delivering on its mandate, VTCs are not immune to this leadership challenges, leadership and management of VTCs include the centre managers and Boards of Governors[9]. The evaluation noted that most VTCs lack qualified managers and some of them don't have strong Board of Governors (BOGs). VTCs can have strong support from the communities around them and alter the negative perception entrenched in the community about VTCs if they had proactive BOGs. Good managers will ensure that systems in their institutions are working and ensure prudent use of financial resources.

Negative perceptions on VTCs:
The evaluation established that VTCs are often seen by the communities in a negative way. Some consider VTCs as centres for academic failures and only train those students who have underperformed in the formal curricula. This has affected the enrolment rate where communities shun these institutions and send their children to other institutions.

Inadequate or no workshops and equipment:
The main purpose of VTCs is to provide hands practical skills to trainees, but the evaluation noted that this has not been seen possible in most institutions because they lack workshops, adequate tools and equipment. So most of these institutions churn out graduates with no practical skills to speak off.

Non-existent ICT use and internet connectivity:
The world is now a digital village, use of technology is now taking all spheres of our lives including teaching and learning[10]. The evaluation noted that most of the VTCs lack the basic ICT infrastructure safe for the few computers in offices and ICT labs, with almost all of them don't have access to internet which is now a leading source of learning tools and aids including books, videos and slides. The assessed institutions are increasingly becoming derelicts of the long past by failing to adopt ICT, something that has influenced the way the neighbouring communities perceive them.

Lack of employment of VTCs graduates:
Due to lack of infrastructure to support training and learning activities, these trainees come out of the institutions with little or no soft skills, employability skills, entrepreneurship skills and communication skills which are not taught in most VTCs. This has aggravated low formal employment, and further made it worse the problem of negative attitude VTCs get from the communities around them leading to low enrolment.

9 https://www.alphoncekirui.com/status-of-vocational-training-centres-vtcs-in-counties-of-kenya/
10 https://www.alphoncekirui.com/status-of-vocational-training-centres-vtcs-in-counties-of-kenya/

CHAPTER FOUR: RECOMMENDATION AND CONCLUSIONS

Conclusions

The evaluation has established that the VTCs have improved quality of learning and training facilities in the following areas: - Availability of theory rooms (80.4%), administrative offices (78.5%), and staff rooms (69.6%). The locality in which most institutions were established was generally deemed conducive for learning activities as denoted by 94.6%. The study however noted that there is still a need to have day-care units within the institutions and appropriate machineries and equipment to help facilitate and improve the practical lessons. Security of the institutions is a concern worth attention with most institutions reporting to lack fire extinguishers, security fence and not manned with security persons.

The evaluation also established that most institutions have done a lot to improve their hygiene and sanitation and to ensure that the welfare of the trainers was well catered for by providing water tanks, hand washing soaps and building separate latrines for trainers (both boys and girls) and for the staff. It was however noted that other than ramps the institutions lack facilities put aside to facilitate the people with disabilities like special toilets. Most schools lack basic infrastructure to make the institutions physically accessible for students with disabilities. These included; lack of ramps for wheelchairs and proper tile markings for blind students. Inaccessible washrooms, heavy doors and narrow and dimly-lit entrances also make these institutions inaccessible for students with disabilities.

The evaluation also noted that most institutions lack libraries that are equipped with learning and training materials. Only 14.7% of the institutions had adequately spaced library facilities with enough books while 29.4% did not have enough books. On staffing and management, the evaluation noted that there was insufficient number of trainers in almost every program of the study. Understaffing was majorly linked to poor remuneration and conditions of service. Most VTCs are grappling with shortage of trainers for most of their programmes, brought by the fact that qualified trainers shun VTCs because of low remuneration and poor terms of service. In regard, this has created a situation whereby VTCs managers have resorted to hiring trainers who are not well qualified.

The study also noted that there was a constraint of financial realities in most of the institutions assessed. As a result of underfunding, these institutions experience inadequacies in the provision and maintenance of physical facilities which include classrooms, lecture theatres, workshops and laboratories and training technologies. Despite the majority of the assessed institutions, 88% indicating to have vetted their staff before recruitment, the evaluation noted that the majority of the instructors were not registered and accredited by TVETA but employed by the school through the board of management.

Recommendations

Improve status of VTCs:

The government both county and national, should increase funds to VTCs, to improve availability of learning materials especially for PWDS. The county should also provide resources for adequate human resource personnel. There is also a dire need for an improvement of infrastructural services like adequate accommodation services, workshop equipment and VTCs still require support in these areas. There is also need to enhance accessibility infrastructure as most are affected during rain seasons.

Improve students' welfare:
There is need for provision of a feeding programme for students to ensure constant attendance. Further mentorship programs are also needed to support the wellbeing and motivation of the students. Students are also faced with financial constraints especially in payment of exam fees, this can be supported by the institution or county government to ensure reduction in school dropouts.

Strengthen the BOG capacities:
The Boards of management also need to be strengthened within the institutions that have weak boards. It was noted there is need for urgent training of BOG members on management issues and other capacities to enable them to efficiently run the institutions.

Providing funds for provision of enough equipment and workshops:
The evaluation recommends that VTCs should be able to adequately impart practical skills to their trainees if they have workshops and equipment. Therefore, the counties should as a matter of priority provide funds for building workshops, increase classes, laboratories and equipment. In this regard, VTCs can be easily saved from collapsing if these institutions can produce trainees with enough competencies in the job market and those that the communities need, there will be no shortcut in achieving this without proper hands on training that adequate workshops, equipment coupled with competent trainers will provide. To realize these achievements, counties should provide funds to equip the VTCs with ICT hardware and software needs, networking infrastructure and broadband internet connectivity by partnering with numerous ISPs and get discounts to actualize this.

Widen access to PWDs by adopting affirmative actions:
VTCs institutions should widen access for persons living with disabilities by adopting affirmative action – where challenges that people with disabilities faced are considered in determining their academic requirements for admission. Students with disabilities have limited subject options. Institutions should make adjustments to their courses to meet the needs of students.

Increase efficiency of the procurement Process:
the study noted that most of the procurement is done by the counties, especially for huge items or development projects for the VTC. On the other hand, VTCs does the procurements for small items and day to day requirements. There is need for the institutions to form committees for procurement with competent individuals. Further, the institutions should develop procurement manuals to ensure quality and efficiency of the procurement process.

Land ownership:
To ensure efficiency of land management and prevent land grabbing, there is need for institutions to own their land. It was noted that most institutions have allotment letters with a few having title deeds, therefore, the county of Kisumu need to ensure that these institutions have title deeds for the parcels of land they have.

ICT investments in VTCs, including internet connectivity and Digital learning centres:
The world is now an internet of things, and the VTCs should be brought out of the digital darkness to the digital age. he immense benefits that VTCs can draw from a robust ICT infrastructure include integration of ICT to learning and teaching, use of internet to get learning and teaching materials, establishment of Digital Learning Centres, Establishment of online learning platforms, integration of flexible and blended learning in VTCs, and promotion of Flexible Skills Development, this will ensure that our VTCs in the long term become centres of lifelong learning opportunities and skills development.

Hiring competent instructors and lab technicians:
The evaluation recommends the need to equip the workshops with qualified staff to conduct and instruct trainees on practical skills. It is therefore imperative that qualified and competent trainers and technicians are employed. The two counties can do this by having a good staffing policy that ensures qualified staff are hired, another way is to make this positions attractive to professionals who erstwhile don't have technical training pedagogy background to join up as trainers. Counties should also ensure that all trainers are accredited with TVETA.

Hiring of competent managers and leadership for VTCs:

A good management can take an organization to greater heights in spite of challenges by ensuring prudent use of resources. Counties should ensure that VTCs managers are qualified and have the necessary leadership and financial management skills to run these centres, prior successful experience in running TVET or VTC institutions should be given emphasis during hiring. Also the counties should make sure that individuals picked to the board of governors are pro-active individuals with considerable influence in the communities from which this VTCs are located, this ensures that VTCs have goodwill and actual support from the community.

Provision of adequate learning materials and teaching resources:

In line with provision of adequate workshops, laboratories and equipment counties should ensure that VTCs libraries are well stocked with books and other teaching and learning materials, this include textbooks, chairs and tables etc.

Counties to start employing VTC graduates to remove the tag that they are unemployable:

Counties should start making it a big advantage to be hired for county jobs especially if you are a graduate of VTC from their own county. This will spur enrolment of trainees in the VTCs of their own counties instead of joining private colleges and other public institutions

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