
PRO-POOR EDUCATION FINANCING STUDY REPORT



DECEMBER, 2022

ACKNOWLEDGEMENT

The National Taxpayers Association (NTA) wishes to acknowledge the contribution of various individuals and institutions who made this publication possible. The Pro-Poor Education Financing Report sought to review and establish financial allocations to Vocational Training Centres, in particular within Nairobi City County and how that aligns with Kenya's policy direction on youth employability and skills. This report recommends how VTCs in Nairobi City Council can leverage financial allocations to facilitate their operational modality. The Pro-Poor Education Financing Report is a product of collaborated efforts from Oxfam Kenya and the NTA to assess and address concerns about the potential of increasing pro-poor education financing for VTC students from low-income areas within Nairobi City County.

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TABLE OF CONTENTS

TABLE OF CONTENTS	2
LIST OF TABLES	4
LIST OF FIGURES	4
INTRODUCTION	5
BACKGROUND	5
ASSIGNMENT OBJECTIVES	5
METHODOLOGY	7
Overview of the Methodology	7
Desk Research	8
Qualitative Research	8
Key Informant Interviews (KIIs)	8
Focus Group Discussions (FGDs)	8
Mobilization of Participants	9
FGD Venue, Note-taking, and Recording	9
DATA QUALITY ASSURANCE PLANS AND ETHICAL CONSIDERATIONS	10
SECONDARY RESULTS AND ANALYSIS	10
OVERVIEW OF VTCs in NAIROBI COUNTY	10
Analysis of the OAG Reports	11
Analysis of the OCOB Reports	15
PRIMARY RESULTS AND ANALYSIS	17
Survey Results from Students	17
Income of the Family	17
gender of the Participants	18
Income Levels by Age	18
Income Levels of Participants by Study Year	19
Income Levels of Participants by Government Support	20
Income Levels of Participants by Covering Additional Expenses	21



Pro-Poor Education Financing Study Report

Significance of the Vocational Training Centre	21
Incorporating students living with Disabilities	22
Financial allocations and access to training	23
Survey Results from TEACHERS	23
RESULTS FROM KIIs	26
Results from FGDs	27
CONCLUSIONS AND RECOMMENDATIONS	28
Reports of OAG and OCOB	28
Surveys of Students and Teaching Staff	28
Key Informant Interviews	29
Focused Group Discussions	29
Recommendations	30

LIST OF TABLES

Table 1: Courses offered by the VCTs and their estimated fee	9
Table 2: Summary of the issues highlighted by the OAG 2016 to 2021 9	10
Table 3: Nairobi City County Expenditure on Education and Youth Affairs 2016 to 2022	13
Table 4: Income Categories of the Participants	14
Table 5: Income Levels by Gender	15
Table 6: Income Levels by Age	16
Table 7: Income Levels of Participants by Study Year	17
Table 8: Income Levels of Participants by Study Category	17
Table 9: Income Levels of Participants by Government Support	18
Table 10: Income Levels of Participants by Covering Additional Expenses	19
Table 11: Significance of the Vocational Training Centre	19
Table 12: Incorporating students living with Disabilities	20
Table 13: Financial allocations and access to training	21
Table 14: Demographic variables of the Teachers	22
Table 15: Responses from the teachers	23

LIST OF FIGURES

Figure 1: Nairobi City County Expenditure on Education and Youth Affairs	13
Figure 2: Income Categories of the Participants	15

INTRODUCTION

This report focuses on the Development of Pro-Poor Education Financing Study undertaken by “*Democracy, Climate Justice and Public Education for all*” Programme. The document summarizes the methodology used during the study and provides the timelines. The report has been informed by program documentations and kick-off meeting with relevant program staff of The National Taxpayers Association, NTA. It also considered comments made by NTA and other respective program stakeholders.

BACKGROUND

The Project “*Democracy, Climate Justice and Public Education for all*” being implemented by NTA with funding from Oxfam Kenya’s overall goal is to ensure marginalized groups; women, youth and People Living with Disabilities (PWDs) have access to quality and equitable technical and vocational education through enhanced education financing in Kenya and the main objective of the project is to promote quality and equitable technical and vocational education through adequate funding to institutions, enhanced oversight, and proactive citizen participation in democratic decision-making processes. The programme takes a mixed approach- working both with technical and vocational training stakeholders, women, youth and PWDs and other community members to enhance their capacity of understanding budget making, PEM cycle and budget oversight, participation in democratic decision-making process and creating awareness on the importance of technical and vocational training as the best alternative education system to acquire skills and knowledge.

ASSIGNMENT OBJECTIVES

The main objective of this assignment was to review and establish the amount of financial allocations to the Vocational Training Centre, VTC sector in Nairobi City County and how that aligns with Kenya’s policy direction¹ on youth employability and skills and subsequently develop a Pro-Poor Education Financing Scheme and recommend how to facilitate its operational modality.

The tasks performed aimed at achieving the following objectives:

1

Pro-Poor Education Financing Study Report

- Analysing the strategies that Nairobi City County and the National level have put in place to cushion VTC students from low-income households.
- Establishing steps taken by the Nairobi City County to contribute to the inclusion of PWDs and marginalized groups in the VTC sector.
- Identifying areas of wastage in VTC sector allocations, and recommend steps to remedy this.

The specific tasks of the assignment included:

- i. Developing a report on pro-poor education financing based on a trend analysis of the Nairobi City County education budget, Auditor Generals reports and Controller of Budgets reports to determine budget allocation, utilization and accountability.
- ii. Presentation of the report and PowerPoint presentation for validation by stakeholder.
- iii. Development of policy briefs.
- iv. To publishing key findings and recommendations drawn from the reports.

METHODOLOGY

OVERVIEW OF THE METHODOLOGY

The study adopted a blend of methods, including desk review (secondary sourcing of information), quantitative, and qualitative (primary) data collection methods. Justifiably, mixed methods for data collection ensured the triangulation of information, thereby increasing the findings' credibility and validity. Desk research information fine-tuned the study, while qualitative insights helped to qualify the quantitative data. The roadmap was as underlined.

- a) Review of all relevant project documents that included the following:
 - a. Project Proposal
 - b. Project Log frame for the project
 - c. The County Education Budget 2016 to 2022
 - d. Nairobi City County Integrated Development Plan, CIDP 2016 to 2022
 - e. Auditor Generals reports and Controller of Budgets reports,
 - f. Constitution of Kenya (CoK) 2010, Article 56 (b),
 - g. Sustainable Development Goal 4.3 & 4.5,
 - h. Performance Monitoring Framework, and others.
- b) Field level visits at select VTCs in Nairobi and Nairobi City County.

Field visits were held to see the situation and meet some of the stakeholders, policy formulators, administrators, students and visit other ongoing VTC Programmes that benefit from government allocations which proved very crucial in the course of this assignment. This helped to see the context and familiarize the consultant with the field scenarios and seeing the possible opportunities and threats for future consideration. Accordingly, the documents produced (work plan and operational plan) were flexible enough to consider any new ideas learnt on the process.

In summary, the work was mainly based on the available document review and supplemented with the field visit report.

DESK RESEARCH

The desk research involved the review of the relevant documents, which included but are not limited to the programmes M&E logical framework, program reports, the baseline study, similar programs conducted in the region, and the Nairobi City County CIDP, the program's progress reports, the county education budget, Auditor Generals reports and Controller of Budgets reports, Constitution of Kenya (CoK) 2010, Article 56 (b) amongst other credible publications.

QUALITATIVE RESEARCH

This phase was crucial to understand the 'why' questions and entailed conducting interviews amongst target respondents using key informant interviews (KIIs) and focus group discussion (FGDs) methodologies. Explanatory questions were asked to get a deeper understanding, perceptions, and feelings, and the reasons participants had on various interventions. In other words, drivers and barriers of the key exploratory areas were established.

KEY INFORMANT INTERVIEWS (KIIS)

Key informant interviews were conducted with stakeholders/experts to get their views about the subject matter. The project used unstructured KII guides because they allowed the moderators to probe where necessary and add necessary questions amid the discussion. This augmented the chances of gathering more information to qualify quantitative data.

The KIIs respondents were purposively selected from the project stakeholder categories guided by relevance. We liaised with implementing partners (NTA and Oxfam Kenya) to obtain all the relevant documents or information to help identify the most pertinent representatives involved in the program. Where necessary and possible, we engaged the contact persons for various partners to introduce us to the target respondents and facilitate the bookings. Our moderators observed the WHO prescriptions for COVID-19 prevention during the execution of the study.

FOCUS GROUP DISCUSSIONS (FGDS)

Focus groups are conventionally conducted, with 8 – 12 participants invited for a discussion in a central location. In focus groups, the interaction of people's perceptions and beliefs brings about a collective response that is extremely valuable and provides detailed information on the intangible and often ambiguous habits and attitudes that cannot be obtained through standard quantitative interviews. The FGDs were moderated by the consultant. We availed a note-taker for all the groups.

Owing to COVID-19 and its set preventive measures, conducting focus groups with the usual number of discussants will be unfeasible. Thus, in this evaluation, we conducted mini FGDs with 4 – 6 participants to allow for at least a 1.5 meters radius for each discussant and the moderator. Additionally, we provided the discussants with masks, where necessary. The moderators carried the sanitizing gel into the hall for occupants to sanitize on a need basis frequently. We minimised, if not completely doing away with contact between the respondents during the discussion – a precautionary measure against COVID-19 in this evaluation. All in all, the other FGDs’ aspects were observed.

MOBILIZATION OF PARTICIPANTS

Concerning the recruitment and mobilization of FGD respondents, the following procedure was adopted:

- We snowballed using the contacts provided by implementing partners to recruit FGD participants.
- Upon meeting the eligibility criteria, participants were invited to the group discussions and informed of the venue, time, and duration of the FGDs.
- Recruiters ensured that group dynamics are met during recruitment. We ensured 2 to 3 respondents are over-recruited for substitution purposes if some do not turn up or the group dynamics are not met.

FGD VENUE, NOTE-TAKING, AND RECORDING

- The focus group setting was arranged to allow for a free roundtable discussion. The FGD venue was central and accessible to all respondents.
- Where the GGD was conducted in halls, preparations were made an hour before the groups start, and the recorder tested before to ensure there were no interruptions during the discussion.
- All the discussions were audio-recorded for transcription purposes and also for client referral where consent is given by participants. Where consent is not given, note taking was done and later typed.
- We provided note-takers to be part of the teams involved in conducting the FGDs.

DATA QUALITY ASSURANCE PLANS AND ETHICAL CONSIDERATIONS

During the processes, the team sensitized and observed the COVID-19 preventive measures and uphold the research ethics. We employed an all-encompassing data quality control at the onset of this evaluation to the end, i.e., questionnaire/guides development and scripting, sampling, training, fieldwork, data processing and analysis, and reporting. This ensured that the deliverables submitted are of the highest possible quality.

SECONDARY RESULTS AND ANALYSIS

The report was mainly based on secondary data, that is, desk-based research. Reports from the OAG and the OCOB between 2016 and 2022 were used. The following sections offer a summary of the analysis on the reports obtained from the two offices.

OVERVIEW OF VTCS IN NAIROBI COUNTY

VTCs in Nairobi County offer several courses. The categories of courses offered include:

- Certificate
- Diploma
- Trade test
- Grade I, II, III

The Technical and Vocational Education and Training Authority (TVETA) has approved a total of 280 courses that are offered in VTCs.

- Medical laboratory, Beauty therapy, Pharmacy, Hair dressing courses
- Food and Beverages, Catering
- Sciences, Technical, Clothing and Textile, Library courses
- Business courses,
- Social and Community development courses.
- ATC/CPA/CPS/CICT/FA(KASNEB) courses
- Higher diploma in several disciplines
- Computer courses
- Information Technology and CCNA

Notably, the costs of course vary depending on the level. A breakdown of the costs of the different levels of courses offered within VTCs are as follows;

Table 1: Courses in VTCs and their estimated fee

Courses offered	Fees charged per term
Medical laboratory, Beauty therapy, Pharmacy, Hair dressing courses	Ksh.16500
Food and Beverages, Catering	Ksh.15,500
All sciences, Technical, Clothing and Textile, Library courses	Ksh.12000
All business courses, All social and Community development courses.	Ksh.9800
All ATC/CPA/CPS/CICT/FA(KASNEB) courses	Ksh.9600
All higher diploma	Part-time per month; Ksh.4600
All computer packages	Ksh.4800
All IT essentials and CCNA	Ksh.7200

Students pay part of the fee while the government subsidizes the remaining part. Other than using their own sources of income particularly from families, students also receive bursaries from their respective counties to help in financing their education. The government also approved that HELB offer loans for students attending VTCs. Non-governmental organisations are also involved in financing of some students

ANALYSIS OF THE OAG REPORTS

The first part was to examine the OAG Reports from 2016 to 2022 for purposes of establishing whether the marginalized groups; women, youth and PDs have access to quality and equitable technical and vocational education through enhanced education financing in Kenya. The main objective of the project is to promote quality and equitable technical and vocational education through adequate funding to institutions, enhanced oversight, and proactive citizen participation in democratic decision-making processes.

The report evaluated and examined technical and vocational education and training authority audit reports between 2016 and 2021². The examination and evaluation of the reports were anchored on the objectives of the study. The following is a summary of the findings from the evaluation and examination of the reports.

² Some years do not have audit reports in the OAG Website

Table 2: Summary of the issues highlighted by the OAG 2016 to 2021

Report	Issues identified by the OAG
National Government 2016/17 ³ (pages 101 – 106)	<ul style="list-style-type: none"> • Under collection of the Appropriation-in-Aid by Ksh 299,519,687 (30% of the total receipts) with no explanation • Changing in contract sum leading to nugatory payment changing from Ksh 59,954,926 to Ksh 137,135,407 • Delay of projects including additional training institutes yet all the required sum paid • Rent payment totalling to Ksh 57,244,711 without valid lease agreements • Direct procurement without justifications • Under absorption of Ksh 569,485,647 leading to approximately 93% absorption
National Government 2017/18 ⁴ (pages 144 – 151)	<ul style="list-style-type: none"> • In the absence of the bank reconciliation statement, the accuracy of the cash and cash equivalents figure of KSh.108,647,577 as at 30 June 2018 could not be confirmed • State Department had an approved total budget of KSh.13,393,068,261 against actual expenditure of KSh.10,681,585,024 resulting to an under absorption of KSh.2,718,379,187 or 28% of the total budget • 58 institutions received a total of Ksh. 1,418,011,801 instead of the entitled Ksh. 782,000,000 based on the set criteria resulting to excess disbursement of Ksh. 636,011,801. No explanation has been given to justify the excess payment • Further, KSh. 22,000,000 was disbursed to Rwika institute. However, the institution was not listed among the beneficiary institutions. • A total of KSh. 1,066,152,564 was disbursed as development grants to Special Needs Institutions, National Polytechnics, Technical Training Institutions and Technical Vocational Centers without a basis and purpose of allocation. In the circumstances it has not been possible to confirm the validity of the Development expenditure of KSh. 1,066,152,564 • Expenditure of KSh.159,817,204 could not be confirmed as a proper charge to public funds for the year ended 30 June 2017 • Review of the projects' progress report of December 2017 indicated that all the seventy (70) institutions are incomplete, yet the contract period has already lapsed • Not possible to confirm when and if the projects will be completed and if the stakeholders will ever get value for money from the public resources totaling KSh.5,106,436,447 • Not possible to confirm the validity of the expenditure of KSh. 39,929,939 for the year ended 30 June 2017 incurred on construction of septic tanks

³ <https://www.oagkenya.go.ke/2016-2017-national-government-audit-reports/>

⁴ <https://www.oagkenya.go.ke/2017-2018-national-government-audit-reports/>

	<ul style="list-style-type: none"> • Not possible to confirm that the rent paid of KSh.55,369,049 was in line with the existing agreement and consistent with market rates • Validity of expenditure of KSh.8,362,600 on equipment for the year ended 30 June, 2017 could not be confirmed
<p>National Government 2018/19⁵ (pages 150 – 156)</p>	<ul style="list-style-type: none"> • Recoverability and accuracy of the receivables balance of Kshs. 1,355,512 as at 30 June, 2020 could not be confirmed • State Department’s actual receipts amounted to Kshs.17,847,414,199 against budgeted receipts of Kshs.26,105,171,972 resulting in a shortfall of Kshs.8,257,757,773 or 32% of the budget • State Department’s actual expenditure for the year amounted to Kshs.17,847,485,026 against budgeted expenditure of Kshs.31,095,310,078 resulting in an overall under absorption of Kshs.13,247,825,052 or 57% efficiency • State Department completed sixteen (16) Technical Training Institutes in fifteen (15) Counties. The institutions though completed, were not operational as at the time of audit casting doubt on their viability and whether proper feasibility studies were conducted. In addition, the non-operational Institutions continued to draw Kshs. 2,000,000 annually for operational costs from the Government. • Delayed implementation of planned activities could adversely affect achievement of intended project activities within the set time limit.
<p>National Government 2019/20⁶ (pages 117 – 129)</p>	<ul style="list-style-type: none"> • Examination of records held by the State Department revealed that six (6) institutions entitled to a total of Kshs. 12,000,000 based on the set criteria received a total of Kshs. 27,000,000 resulting into excess disbursement of Kshs. 15,000,000. • Further, an amount of Kshs 64,500,000 in respect of recurrent grants was disbursed to institutions with less than two hundred (200) students. In addition, Kshs.500,000 was disbursed to Endebess Technical Training Institute in spite of the fact that the Institution was not listed among the beneficiary Institutions • Data for student enrolment numbers used to make the disbursements was not cleaned to eliminate the students who did not provide the correct details, those who did not meet the minimum qualification, unregistered programs, non-citizens and those whose results could not be validated. This had the effect of increasing the number of students in these institutions leading to overpayment of Kshs. 119,403,322 • Enrolment numbers provided by Kenya Universities and Colleges Central Placement Service were not used for disbursement purposes. Instead,

⁵ <https://www.oagkenya.go.ke/2018-2019-national-government-audit-reports/>

⁶ <https://www.oagkenya.go.ke/2019-2020-national-government-audit-reports/>

	<p>different enrolment data containing inflated numbers whose source is unknown, was used resulting to an over payment of Kshs.50,599,308</p>
<p>National Government 2020/21⁷ (pages 82 - 95)</p>	<ul style="list-style-type: none"> • Accuracy and completeness of the bank balance of Ksh 167,630,436 could not be confirmed • Unreconciled and unexplained variance of Ksh 2,116,624 towards compensation of employees • Amounts paid to the tune of Ksh 5,063,658 for overtime allowance and Ksh 8,851,948 for leave commutation not supported • No supporting documents for Ksh 11,871,140 used for salary reimbursements • Accuracy and completeness of the employee compensation could not be confirmed • Unsupported utilities, supplies and services amounting to Ksh 3,240,260 for District expenditure and Ksh 1,009,810 for correction of electricity expenditure • Unsupported rental of produced assets totalling to Ksh 2,056,560 • Accuracy and completeness of the allowances and AIEs of total Ksh 15,906,828 in reference to training could not be confirmed • Accuracy, completeness, and validity of specialized materials and services expenditure of Ksh 1,150,718,245 could not be confirmed • Validity of the trainees' expenditure of Ksh 28,301,560 for the year ended 30 June, 2021 could not be confirmed. • Accuracy, completeness and validity of the capital disbursements amount of Kshs.2,710,510,124 could not be confirmed • Accuracy and completeness of the Appropriation-In-Aid of Ksh 2,336,089,461 for the year ended 30 June, 2021 could not be confirmed • Validity of the expenditure of Kshs.722,131,333 on construction of buildings could not be confirmed • the accuracy and completeness of proceeds from foreign borrowings of Kshs.1,054,551,634 could not be confirmed • the disbursements of Kshs.2,528,002,500 was not a proper charge to public funds • The State Department had an approved receipts budget of Kshs.24,686,934,728 against actual receipts of Kshs.20,327,644,262 resulting to an under funding of Kshs.4,358,290,466 or 18%. • the State Department had an approved expenditure budget of Kshs.24,686,934,728 against an actual expenditure of Kshs.20,312,283,149 resulting to under absorption of Kshs.4,373,651,579 or 18% • The State Department issued imprest totaling Kshs. 15,192,007 to staff before surrendering the previous ones. This is contrary to Regulation 93(8) of the Public Finance Management (National Government) Regulations, 2015

⁷ <https://www.oagkenya.go.ke/2020-2021-national-government-audit-reports/>

According to the OAG reports, one trend that is evident is the under collection of the appropriation-in-aid. One of the reasons could be the fact that most VTCs had not provided the exact expenditures particularly with reference to development. In addition, the VTCs are still not a well-developed program in Kenya; thus, the need for under collection of absorption-in-aid. Another trend as observed in the OAG reports is the fact that there have been under absorption of the budget. Some of the reasons explaining the under absorption among the VTCs include:

- i) Faulty in the estimation of overhead costs by the relevant departments
- ii) Problems in using the wrong base when performing estimations
- iii) Unforeseen changes particularly in the overhead costs as well as the increase in enrolment
- iv) Seasonal fluctuations in the amount of overhead within several departments

In reference to the first objective of analysing the strategies that the County and the National level have put in place to cushion VTC students from low-income households, the information obtained from the OAG Reports do not offer explicit information on the commitment of both the County and National governments in cushioning student from low-income households. However, the information obtained from the reports imply the commitment of both the levels of governance in creating VTCs across the county and country, to ensure that students are able to access such vocational trainings. Regarding the steps taken by the County to contribute to the inclusion of PWDs and marginalized groups in the VTC sector, there is inadequate explicit information on the same.

ANALYSIS OF THE OCOB REPORTS

The report also reviewed and analysed the OCOB reports in reference to the allocation of funds to the VTCs in several parts of the country with a special reference to Nairobi City County. The following table and graph show the expenditure of the Nairobi City County on Education, Youth Affairs, Sports, Culture & Social Services⁸

⁸ The expenditure on Education, Youth Affairs, Sports, Culture & Social Services is assumed to be for all the educational institutions including VTCs. There is no explicit spending on the VTCs in Nairobi City County as per the OCOB Reports reviewed

Table 3: Nairobi City County Expenditure on Education and Youth Affairs 2016 to 2022

Year	Amount (Ksh millions)		Absorption rate	
	Recurrent	Development	Recurrent	Development
2016/17	1329.59	318.13	81.0%	131.5%
2017/18	1505.35	31.9	90.4%	5.7%
2018/19	1540.54	316.86	95.8%	92.5%
2019/20	871.8	60.7	53.3%	24.5%
2020/21	1651.5	54.91	94.9%	42.2%
2021/22	1606.84	125.76	82.8%	41.6%

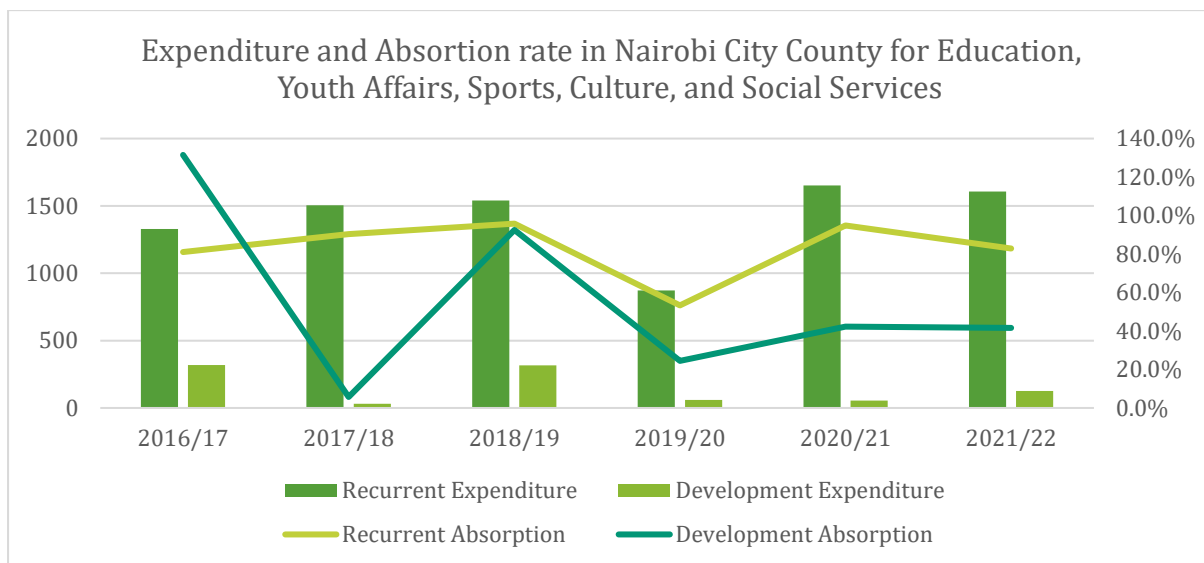


Figure 1: Nairobi City County Expenditure on Education and Youth Affairs

Generally, there seems to have been an increasing trend in the recurrent expenditure between 2016/17 and 2021/22. A general increase in recurrent expenditure means that the operational costs are increasing over the years. The illustration further indicates a general decline in the development expenditure between 2016/17 and 2021/22. A decline in the development expenditure means that the State Department of Vocational Training did very little in terms of developing the institutions but spent relatively high on the operational costs. When the development costs are lower than the operational costs, it is expected that the stakeholders, particularly the students, may not benefit much in terms of additional resources or opportunities. With the changes in the recurrent and development expenditures, the illustration in **Fig. 1** further shows fluctuating recurrent and development absorption. Nonetheless, it should be noted that the absorption rate for the development is relatively lower than the absorption rate for recurrent expenditure.

Notably, as new ventures, the VTCs are expected to experience high operating costs as opposed to development costs. In addition, the idea behind the low development absorption rate is because the government has been responsible for most of the development programs within the VTCs. The program of creating VTCs was started owing to the high number of students from high school who could not transit to universities.

PRIMARY RESULTS AND ANALYSIS

In augmenting the secondary data obtained above, there were field visits including surveys, interviews, and focus group discussions. The following sections are the results and analysis obtained from the field.

SURVEY RESULTS FROM STUDENTS

INCOME OF THE FAMILY

The study was interested in finding out the proportion of students that can be considered to be coming from poor or disadvantaged backgrounds. This was done using the income of the family. When asked about their average monthly income for the family, the responses obtained are summarised in the following table:

Table 4: Income Categories of the Participants

Income		
	N	%
Less than Ksh 10,000 per month	44	20.0%
Between Ksh 10,001 and Ksh 20,000 per month	92	41.8%
Between Ksh 20,001 and Ksh 30,000	47	21.4%
Between Ksh 30,001 and Ksh 40,000	24	10.9%
Between Ksh 40,001 and Ksh 50,000	13	5.9%

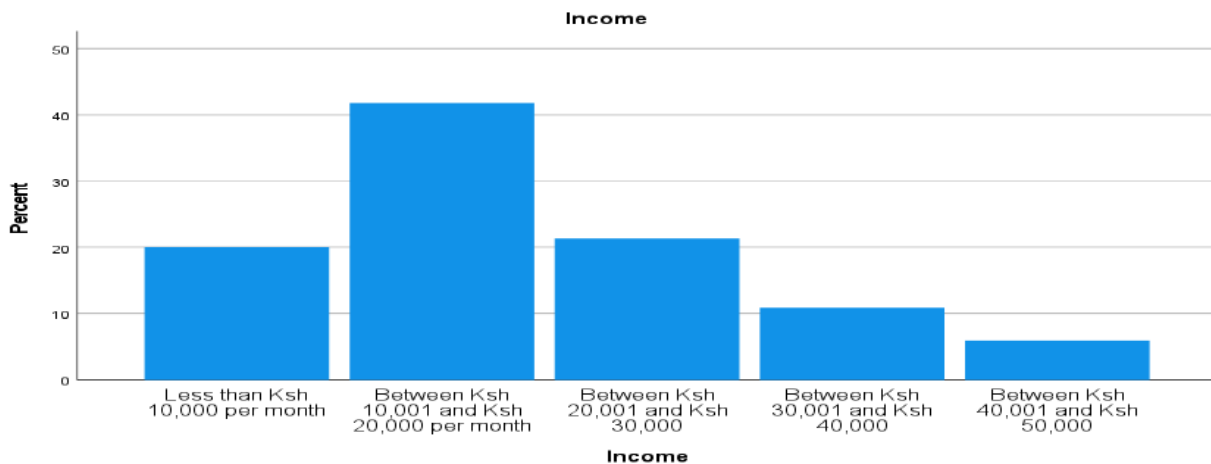


Figure 2: Income Categories of the Participants

According to the findings, majority of the participants, 41.8%, live in families that earn between Ksh 10,001 and Ksh 20,000 per month followed by 21.4% of the participants living in families earning between Ksh 20,001 and Ksh 30,000 per month. While 20% of the participants live in families earning less than Ksh 10,000 per month, 10.9% live in families earning between Ksh 30,001 and Ksh 40,000 with only 5.9% of the participants living in families earning above Ksh 40,000. Earning less than Ksh 20,000 means that the family is living on less than Ksh 670 per day. The participants were then categorised into those coming from families earning less than Ksh 20,000 and those coming from families that earn more than Ksh 20,000. The other aspects were analysed based on these two categories of groups.

GENDER OF THE PARTICIPANTS

In respect to gender, the following shows the distribution based on the income levels of the families in which the participants come from.

Table 5: Income Levels by Gender

		Gender of the Participants				Total	
		Male		Female		N	%
		N	%	N	%		
Income Levels of the Participants	Below Ksh 20,000	60	63.2%	76	60.8%	136	61.8%
	Ksh 20,001 and above	35	36.8%	49	39.2%	84	38.2%
Total		95	100.0%	125	100.0%	220	100.0%

Based on the results, of the 95 males, 63.2% come from families that earn less than Ksh 20,000 per month while the remaining 36.8% come from families earning more than Ksh 20,000. In regards to females, the 60.8% of the 125 females come from families earning less than Ksh 20,000 while the remaining 39.2% come from families earning above Ksh 20,000. The interpretation is that majority of students coming from poor, disadvantaged, or vulnerable families are males. It can also be noted that females were more than males. This could be explained by the increased campaigns for the girl child that has seen increase of females in several aspects of the economy.

INCOME LEVELS BY AGE

There was also an interest in finding out the ages of students living in different economic conditions. The responses obtained from the students are summarised in the following **Table 6**.

Table 6: Income Levels by Age

		Income Levels of the Participants				Total	
		Below Ksh 20,000		Ksh 20,001 and above		N	%
		N	%	N	%		
Age	Below 18 years	5	3.7%	3	3.6%	8	3.6%
	19 - 24 years	69	50.7%	42	50.0%	111	50.5%
	25 - 30 years	56	41.2%	27	32.1%	83	37.7%
	Above 30 years	6	4.4%	12	14.3%	18	8.2%
Total		136	100.0%	84	100.0%	220	100.0%

According to **Table 6**, majority of the students, 50.5% are between ages 19 and 24 years followed by 37.7% being in the age bracket of 25 – 30 years. This means that more than 80% of the students fall in the age bracket of between 19 and 30 years. Of the 136 students from families earning less than Ksh 20,000 per month, majority, 50.7% are between 19 and 24 years while 41.2% are between 25 and 30 years. Of the 84 students coming from families earning above Ksh 20,000, 50% are in the age bracket between 19 and 24 years while 32.1% are between 25 and 30 years. The implication is that majority of the students coming from low-income families are between ages 19 and 30 years. Generally, such an age bracket, though may be considered to be in a position to engage in meaningful and lawful income generating activities, they would require opportunities to do so. Work-study is not a common concept in Kenya. Therefore, the students may be considered to be disadvantaged when it comes to meeting the basic and additional educational needs or requirements.

INCOME LEVELS OF PARTICIPANTS BY STUDY YEAR

There was a need to examine the income levels of the participants with reference to the years of studies. The responses obtained from the participants are summarised in the following **Table 7**.

Table 7: Income Levels of Participants by Study Year

		Income Levels of the Participants				Total	
		Below Ksh 20,000		Ksh 20,001 and above		N	%
		N	%	N	%		
Study Year	Year 1	56	41.2%	29	34.5%	85	38.6%
	Year 2	56	41.2%	35	41.7%	91	41.4%
	Year 3	21	15.4%	11	13.1%	32	14.5%
	Year 4	3	2.2%	9	10.7%	12	5.5%
Total		136	100.0%	84	100.0%	220	100.0%

Table 7 shows that majority, 41.4% of the students were in Year 2 followed by 38.6% of the students in Year 1. While 14.5% were in Year 3, only 5.5% of the students were in Year 4. Of the students from low-income families, majority were in Year 1 and 2. This was also the same case with students from the high-income earning families. Comparing the low- and high-income earning families, majority of those in Year 2 were from low income earning families.

Income Levels of Participants by Study Category

The survey also sought to find out the distribution of the students based on the mode or category of study. The two categories included were public and government.

Table 8: Income Levels of Participants by Study Category

		Income Levels of the Participants				Total	
		Below Ksh 20,000		Ksh 20,001 and above		N	%
		N	%	N	%		
Study Category	Public	108	79.4%	62	73.8%	170	77.3%
	Private	28	20.6%	22	26.2%	50	22.7%
Total		136	100.0%	84	100.0%	220	100.0%

Given the results above, it can be noted that of the 220 participants, 77.3% are public students that rely on the government for support while the remaining 22.7% are private students. Of the numerous that comes from the low-income earning families, majority are public students. This is also true for the students coming from high income earning families. This would imply that majority of the students under public Category are the ones that come from low income earning families. This would further imply the dire need for help among the students.

INCOME LEVELS OF PARTICIPANTS BY GOVERNMENT SUPPORT

The survey was also interested in the amount of support given by the government. Students were asked to state whether the support they received is adequate. Responses obtained are summarised in the following table.

Table 9: Income Levels of Participants by Government Support

		Income Levels of the Participants				Total	
		Below Ksh 20,000		Ksh 20,001 and above		N	%
		N	%	N	%		
Government Support	Yes	19	14.0%	6	7.1%	25	11.4%
	No	102	75.0%	74	88.1%	176	80.0%
	Prefer not to say	15	11.0%	4	4.8%	19	8.6%
Total		136	100.0%	84	100.0%	220	100.0%

The responses showed that 80.0% of the students are not satisfied with the financial assistance given by the county government while only 11.4% indicated their satisfaction and the remaining 8.6% did not want to say. The study further showed that 75% of the students from low income earning families are not satisfied with the government support. Responses obtained further indicated that only 14% of those who come from low earning families are satisfied with the government support. Surprisingly, 89.1% of those who come from high income earning families are also not satisfied with the government support. The implication is that majority of the

students are not satisfied with government support, which then calls for ways of enhancing the government support.

INCOME LEVELS OF PARTICIPANTS BY COVERING ADDITIONAL EXPENSES

Having confirmed that the financial support was not adequate from the perspective of the majority, the survey sought to find out how the students are able to cover for the deficits. Different strategies were used to find out how the students are able to meet up with high expenses following the inadequate support received from the government. The responses obtained are summarised in the following table.

Table 10: Income Levels of Participants by Covering Additional Expenses

		Income Levels of the Participants				Total	
		Below Ksh 20,000		Ksh 20,001 and above		N	%
		N	%	N	%		
If the financial assistance you receive from the government is not sufficient, how do you cover for the additional expenses	Borrow from friends	2	1.5%	2	2.4%	4	1.8%
	Borrow from mobile lending apps	64	47.1%	43	51.2%	107	48.6%
	Receive from parents and siblings	17	12.5%	7	8.3%	24	10.9%
	Additional sponsorships such as CDF bursary and well-wishes	53	39.0%	32	38.1%	85	38.6%
Total		136	100.0%	84	100.0%	220	100.0%

Responses indicated that 48.6% of the participants borrow from mobile lending apps so that they can meet the deficits. In addition, the survey noted that 38.1% of the Participants use additional sponsorships including the NG-CDF bursary to be able to meet the deficits. From the low-income earning families, majority use other mobile lending apps to cover for any deficits with 39% indicating that they rely on sponsorships such as NG-CDF to meet any expected shortfalls. This is the same case with the students from high income earning families. However, comparing each method, it seems like the students from high income earning families use more of the mobile lending apps while majority of the students using other sponsorships including NG-CDF are from the low-income earning families. The imitation is that sponsorships through aspects such as NG-CDF remain effective means for supporting students in the VTC who come from low income earning families.

SIGNIFICANCE OF THE VOCATIONAL TRAINING CENTRE

There was an interest in finding out whether the introduction of the VTC was useful or significant for the youths. The survey asked the youths to indicate whether they found the VTCs useful or significant particularly with reference to enhancing their skills. The responses are in the following table.

Table 11: Significance of the Vocational Training Centre

		Income Levels of the Participants				Total	
		Below Ksh 20,000		Ksh 20,001 and above			
		N	%	N	%	N	%
Revamping of the VTC has been effective in improving your skills and employability aspects	Strongly disagree	6	4.4%	4	4.8%	10	4.5%
	Disagree	16	11.8%	14	16.7%	30	13.6%
	Neutral	36	26.5%	24	28.6%	60	27.3%
	Agree	53	39.0%	22	26.2%	75	34.1%
	Strongly agree	25	18.4%	20	23.8%	45	20.5%
Total		136	100.0%	84	100.0%	220	100.0%

From the deepness, 34.1% of the Participants agreed with the fact that the VTCs are significant or useful particularly in improving their skills and employability aspects. The survey also indicated that 20.5% strongly agreed with the significance and usefulness of VTCs in improving skills and employability aspects of the students. While 27.3% of the students were indifferent, approximately 18.1% disagreed and strongly disagreed with the significance of the VTCs. Given such findings, the survey confirms that VTCs have been useful in improving training skills and employability of the students. Therefore, the government should ensure that the VTCs are equipped and made in states that would make students improve their training skills and employability.

INCORPORATING STUDENTS LIVING WITH DISABILITIES

The other concern was on incorporation of students with disabilities in the colleges. The survey asked whether the students believed that the VTCs had put in place adequate measures that would comfortably accommodate students living with disabilities. The responses obtained from the participants are summarised in the following table:

Table 12: Incorporating students living with Disabilities

		Income Levels of the Participants				Total	
		Below Ksh 20,000		Ksh 20,001 and above			
		N	%	N	%	N	%
VTCs have managed to incorporate students living with disabilities as well as those from marginalised communities	Strongly disagree	30	22.1%	13	15.5%	43	19.5%
	Disagree	50	36.8%	31	36.9%	81	36.8%
	Neutral	25	18.4%	23	27.4%	48	21.8%
	Agree	24	17.6%	11	13.1%	35	15.9%
	Strongly agree	7	5.1%	6	7.1%	13	5.9%
Total		136	100.0%	84	100.0%	220	100.0%

Based on the findings, 36.8% disagreed and 19.5% strongly disagreed with the fact that VTCs have managed to accommodate or incorporate students living with disabilities. For the students coming from families earning below Kshs 20,000, majority disagreed (36.8%) and strongly

disagreed (22.1%) to the said statement. This means that VTCs have been unable to adequately incorporate students from marginalised communities as well as those living with disabilities. However, the fact that more than 40% were either indifferent or agreed means that there attempts by the VTCs to incorporate students living with disabilities and from marginalised communities. This raise concerns as to what aspects make the students believe that VTCs have made minimal steps towards incorporate students living with disabilities and those from marginalised communities.

FINANCIAL ALLOCATIONS AND ACCESS TO TRAINING

Lastly, the survey was also concerned with financial allocations as ways of enhancing access to adequate training for both genders without any form of discrimination. The responses obtained from the participant are summarised below:

Table 13: Financial allocations and access to training

		Income Levels of the Participants				Total	
		Below Ksh 20,000		Ksh 20,001 and above		N	%
		N	%	N	%		
Financial allocations offered to VTCs has enhanced access to adequate training for both genders without any form of discrimination	Strongly disagree	22	16.2%	12	14.3%	34	15.5%
	Disagree	57	41.9%	27	32.1%	84	38.2%
	Neutral	25	18.4%	23	27.4%	48	21.8%
	Agree	28	20.6%	16	19.0%	44	20.0%
	Strongly agree	4	2.9%	6	7.1%	10	4.5%
Total		136	100.0%	84	100.0%	220	100.0%

Given the above responses, the survey noted that 15.5% strongly disagreed and 38.2% disagreed with the fact that financial allocations offered to VTCs has enhanced access to adequate training for both genders without any form of discrimination. The implication is that more than 50% of the students that took part in the survey disagreed with such aspects of VTCs. The interpretation is that, in as much as VTCs have made some attempts by offering financial allocations to improve access to adequate training, there is still much to be done. This raise concerns as to what has been done and what is left when it comes to ensuring that both genders receive access to adequate training via the financial allocations offered by the VTCs.

SURVEY RESULTS FROM TEACHERS

Other than the survey administered on students, there was also a survey among the teaching staff. The idea was to find the perspectives of teachers when it comes to the development of pro-poor educational financing with reference to VTCs. The first concern was to examine the demographic

composition of the teachers that took part in the survey. The responses from the teaching staff particularly in reference to their demographics are summarised in the following table:

Table 14: Demographic variables of the Teachers

Characteristic	Aspect	Frequency	Percentage
Gender	Male	20	64.6%
	Female	11	35.5%
Age	Below 25 years	2	6.5%
	Between 26 and 30 years	3	9.7%
	Between 31 and 34 years	15	48.4%
	Between 35 and 39 years	5	16.1%
	Above 40 years	6	19.4%
Length of Service	Less than 1 year	6	19.4%
	Between 1 and 3 years	20	64.5%
	Between 3 and 5 years	3	9.7%
	Above 5 years	2	6.5%

Category	Public	23	74.2%
	Private	8	25.8%
Financial Assistance	Yes	7	22.6%
	No	22	71.0%
	Prefer not to say	2	6.5%

Based on the responses, the survey established that majority of teaching staff in the VTCs, 64.6%, are males with 35.5% being females. Even in the recruitment of the teaching staff, there seems to be some gender disparities. The males are more than the females, which raises concerns on the aspects of gender equality in terms of teaching staff in the VTCs. In terms of ages, 48.4% were the majority and belonged to the age bracket of between 31 and 34 years. This further implies that majority of the teaching staff are from Generation Y. In terms of service, 64.5% have been in the VTCs for between 1 and 3 years, which is considered relatively long enough for them to understand the operations in terms of financing for the pro-poor education and training. While 74.5% of the teachers interact with public students, the responses further indicated that 71.0% agreed to the fact that the financial assistance given to students is inadequate.

Having established the demographic composition of the teaching staff, the survey was interested in finding out their responses on the key aspects identified in the survey. The following is a summary of the responses obtained from the teaching staff.

Table 15: Responses from the teachers

Group Statistics					
	Category	N	Mean	SD	SE
It was a good idea to revamp the VTCs across the country	Public	23	2.65	1.434	.299
	Private	8	3.50	1.512	.535
VTCs in Nairobi City County have enhanced skills and employability among the youths	Public	23	3.83	1.072	.224
	Private	8	3.63	.744	.263
Both genders have significantly benefitted from the VTCs in Nairobi City County	Public	23	3.09	1.240	.259
	Private	8	2.88	1.246	.441
The programs within VTCs in Nairobi City County are likely to promote a better youth with the required skills for the labour market	Public	23	3.04	1.224	.255
	Private	8	3.00	.926	.327
People with disabilities have also been adequately incorporated in the VTCs programs Nairobi City County	Public	23	2.91	1.311	.273
	Private	8	3.25	1.581	.559
There has been improvement in ensuring youths from marginalised communities also train within the VTCs in Nairobi City County	Public	23	2.83	1.370	.286
	Private	8	2.75	1.581	.559
There are still loopholes when it comes to financial management of the allocated funds to VTCs in Nairobi City County	Public	23	2.74	1.453	.303
	Private	8	2.50	1.195	.423
Corruption and nepotism are the major problems facing financial management of VTCs in Nairobi City County	Public	23	3.87	1.058	.221
	Private	8	4.00	.756	.267
Politics play an important role in the mismanagement of the funds allocated to VTCs in Nairobi City County	Public	23	3.39	1.270	.265
	Private	8	3.63	1.408	.498

The responses indicate that on average, teachers dealing with both public and private students, agreed and, in some cases, were indifferent about the aspects that were of interest in the survey. Of important to note is that the teaching staff agreed to the fact that:

1. It was a good idea to revamp the VTCs across the country
2. VTCs in Nairobi City County have enhanced skills and employability among the youths
3. Corruption and nepotism are the major problems facing financial management of VTCs in Nairobi City County
4. Politics play an important role in the mismanagement of the funds allocated to VTCs in Nairobi City County

The above aspects were those in which the mean responses were 4 or more when rounded off to the nearest whole number. The implication of such findings is that despite the VTCs revamping was a good idea and that they have enhanced skills and employability among the youths, corruption, nepotism, and politics are the major challenges that deter the VTCs from achieving their main aims.

RESULTS FROM KIIS

Apart from the surveys, there was also an interview among the KIIs. The KIIs included the persons that are in-charge of students in the respective VTCs. This included the deans of students or individuals who had been assigned the role of ensuring student welfare is adequately attained alongside their academic involvement. The interviews revolved around the objectives of the study. The responses from the KIIs were recorded, transcribed, and then summarised. It is imperative to offer the findings based on the objectives of the survey.

First, the KIIs were asked about the strategies that the County and the National level have put in place to cushion VTC students from low-income households. From a general perspective, the KIIs had similar perspectives in reference to the financial allocations and bursary given to students. According to the information obtained from the KIIs, the County and National governments ensure financial allocations to several VTCs. The financial allocations are such that they cushion students who come from marginalised communities. The KIIs further noted that the financial allocations are such that they are to be used in subsidising the fee paid. This means that a student would pay a relatively low fee than expected as a result of the financial allocations. Information from the KIIs also indicated that county governments also offer bursary to students from marginalised communities. The bursaries are meant to further cushion the students against high fees and financial requirements. One of the KIIs noted that the move by the government, through the Higher Education Loans Board, to also include the VTC students in the loan program can go a long way in ensuring that students from marginalised communities are able to have access to adequate trainings from the centres irrespective of their socio-economic statuses.

Second, the survey was interested in establishing steps taken by the County to contribute to the inclusion of PWDs and marginalized groups in the VTC sector. Even though there is scanty information obtained from the KIIs, some of them indicated the need to have structures that favour people living with disabilities. For instance, one of the KIIs indicated the use of ramps in the buildings so that disabled persons can have access to the classrooms and other offices. Another KII noted that there should be additional aids including braille for the blind and hearing devices for the students who have issues with their hearing. The KIIs noted that there is very little done by the government, both national and county, to ensure such; hence, limiting the inclusion of PWDs. In terms of the students from marginalised communities, two KIIs indicated that there has been bursary from different levels of government. They also noted the inclusion of the VTC students in the HELB loans program. The KIIs also identified the involvement of the private sector

particularly the non-government institutions in promoting education particularly for the students coming from marginalised communities.

The last part was to identify areas of wastage in VTC sector allocations, and recommend steps to remedy this. According to the KIIs, corruption was largely mentioned as the main source of wastage in the VTC sector allocations. When asked about what should be done, the KIIs called for the fight against corruption. One of the KIIs noted that increased nepotism as a form of corruption that is also killing VTCs particularly when it comes to recruitments. The KII called for the need to clean up the recruitment process so that competent and qualified persons can be engaged. According to the KII, the recruitment of unqualified and incompetent persons based on familiarity has remained another major source of resource wastage in the centres. Therefore, the KII recommended that cleaning should be done particularly in reference to employment or recruitment.

RESULTS FROM FGDS

The survey administered FGDs as a way of achieving additional information to augment the already established findings from the surveys. The first point of discussion was on the strategies that the County and the National level have put in place to cushion VTC students from low-income households. In summary, the discussions from the focus groups yielded the following responses:

- (i) National government allocations through state ministry departments
- (ii) County government allocations to assist in recurrent and development expenditures
- (iii) Involvement of the HELB in offering loans
- (iv) Bursaries from both the national and county government levels
- (v) Involvement of other private institutions such as banks and community groups in sponsoring students to attend such trainings
- (vi) Non-government organisations sponsoring students and forming alliances with various centres as a way of improving on the available facilities to aid in the training of the students.

Second, the discussion also focused on establishing steps taken by the County to contribute to the inclusion of PWDs and marginalized groups in the VTC sector. Based on the discussions, the following points were identified:

- (i) Use of ramps in buildings to aid in the movement of the PWDs into the buildings
- (ii) Assistances from students particularly for the visually impaired
- (iii) Availing of the braille machines for the visually impaired

Pro-Poor Education Financing Study Report

- (iv) County level bursary for students coming from marginalised communities
- (v) Financial support from the government in form of loans and other assistances in terms of bursaries

Second, there was a discussion on areas of wastage in VTC sector allocations, and steps to remedy this. The discussions yielded the following findings;

- (i) Corruption and embezzlement of funds by people responsible to overseeing the effective and prudent use of the financial resources
- (ii) Misuse of the financial resources particularly in areas that are considered to be of no significance to the centres
- (iii) Nepotism that culminates into employing unqualified and unskilled personnel causing further loss of resources
- (iv) Need to find corruption and enhance training of financial management for the personnel in the VTCs to aid in efficient, effective, and prudent use of financial resources

CONCLUSIONS AND RECOMMENDATIONS

According to the review of OAG and OCOB reports, survey, interviews, and the focus group discussions, the following are the points of concerns that need to be addressed;

REPORTS OF OAG AND OCOB

- (i) Unexplained expenditure
- (ii) Low absorption rates
- (iii) Embezzlement of funds by the personnel in the VTCs
- (iv) Misuse of office and power by not following tender procedures in tendering process, which can be a basis for corruption and nepotism
- (v) Delay of projects
- (vi) Under collection of the Appropriation-in-Aid

SURVEYS OF STUDENTS AND TEACHING STAFF

- (i) Increasing trend in the recurrent expenditure
- (ii) Inadequate financial support for the students
- (iii) For the students, the actions to cover for the inadequacy in the financial assistance included:
 - a. Borrow from friends

Pro-Poor Education Financing Study Report

- b. Borrow from mobile lending apps
- c. Receive from parents and siblings
- d. Additional sponsorships such as NG-CDF bursary and well-wishes
- (iv) Revamping of the VTC has been effective in improving your skills and employability aspects
- (v) VTCs have not managed to adequately incorporate students living with disabilities as well as those from marginalised communities
- (vi) Financial allocations offered to VTCs have not adequately enhanced access to adequate training for both genders without any form of discrimination
- (vii) It was a good idea to revamp the VTCs across the country
- (viii) VTCs in Nairobi City County have enhanced skills and employability among the youths
- (ix) Both genders have not significantly benefitted from the VTCs in Nairobi City County
- (x) The programs within VTCs in Nairobi City County are likely to promote a better youth with the required skills for the labour market
- (xi) People with disabilities are yet to be adequately incorporated in the VTCs programs Nairobi City County
- (xii) There has been little improvement in ensuring youths from marginalised communities also train within the VTCs in Nairobi City County
- (xiii) There are still loopholes when it comes to financial management of the allocated funds to VTCs in Nairobi City County
- (xiv) Corruption and nepotism are the major problems facing financial management of VTCs in Nairobi City County
- (xv) Politics play an important role in the mismanagement of the funds allocated to VTCs in Nairobi City County

KEY INFORMANT INTERVIEWS

- (i) County and National governments ensure financial allocations to several VTCs
- (ii) Financial allocations are such that they are to be used in subsidising the fee paid
- (iii) County governments also offer bursary to students from marginalised communities
- (iv) National government, through the Higher Education Loans Board, to also include the VTC students in the loan program.
- (v) Use of ramps in the buildings so that disabled persons can have access to the classrooms and other offices.
- (vi) Corruption is the main source of wastage in the VTC sector allocations

FOCUSED GROUP DISCUSSIONS

Pro-Poor Education Financing Study Report

- (i) Increased nepotism as a form of corruption
- (ii) National government allocations through state ministry department of vocational training
- (iii) County government allocations to assist in recurrent and development expenditures
- (iv) Involvement of the HELB in offering loans
- (v) Bursaries from both the national and county government levels
- (vi) Involvement of other private institutions such as banks and community groups in sponsoring students to attend such trainings
- (vii) Non-government organisations sponsoring students and forming alliances with various centres as a way of improving on the available facilities to aid in the training of the students.
- (viii) Use of ramps in buildings to aid in the movement of the PWDs into the buildings
- (ix) Assisting students who have different disabilities particularly the visually impaired students
- (x) Availing of the braille machines for the visually impaired
- (xi) County level bursary for students coming from marginalised communities
- (xii) Financial support from the government in form of loans and other assistances in terms of bursaries
- (xiii) Corruption and embezzlement of funds by people responsible to overseeing the effective and prudent use of the financial resources
- (xiv) Misuse of the financial resources particularly in areas that are considered to be of no significance to the centres
- (xv) Nepotism that culminates into employing unqualified and unskilled personnel causing further loss of resources
- (xvi) Need to find corruption and enhance training of financial management for the personnel in the VTCs to aid in efficient, effective, and prudent use of financial resources

RECOMMENDATIONS

Given the above areas of concerns, the recommendations include;

- (a) For the students from poor or low income earning families, it is recommended that both the national and county governments should come up with ways of ensuring not only subsidised school fees but also additional financial support for their upkeep while undergoing their training

- (b) Additional aids including braille for the blind and hearing devices for the students who have issues with their hearing
- (c) Increasing the participation of the non-governmental organisation as well as other private sectors when it comes to promoting financial access to VTC students
- (d) Making it compulsory for all the buildings to have aids to the students living with disabilities
- (e) Fighting of corruption through laid down mechanisms
- (f) Eliminating nepotism by ensuring that there is compliance to laid down procedures when it comes to recruitment
- (g) Following the laid down procedures in tendering process
- (h) Encouraging females and PWDs to be stakeholders in the state department ministry of Vocational Training
- (i) Putting in place work-study as a way of ensuring adequate financial resources among the students from marginalised communities



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