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SUMMARY OF FINDINGS ON VOCATIONAL TRAINING CENTRE in Nairobi City County



MATHARI VOCATIONAL TRAINING CENTRE (VTC)



Since 1973, Mathari Vocational Training Centre (VTC) in Mabatini Ward has empowered over 200 students with practical skills for in-demand careers. Its diverse student body, comprising 140 males, 76 females, and 9 persons with disabilities, reflects the center's commitment to inclusivity. The VTC boasts a comprehensive course portfolio, offering hands-on training in fields like **plumbing, fashion design, motor vehicle engineering, electrical installation, masonry, welding, driving, videography, ICT, hairdressing & beauty, and food & beverage production**. Each course equips students with valuable skills, with annual fees averaging **KES 23,000**, spread across three terms: **KES 10,000 for term 1 and KES 6,500 each for terms 2 and 3**.

Mathari VTC students praised the center's focus on practical, marketable skills like plumbing, fashion design, and motor vehicle engineering. However, their suggestions for expansion revealed potential gaps. They proposed adding courses in

Business, Tourism, Carpentry, Media & Communication, Hospitality, and CCTV Installation to provide even greater career options. Yet, concerns arose regarding inclusivity. While the school has two interpreters, it lacks essential infrastructure for Persons with Disabilities (PWDs) like ramps and accessible washrooms, hindering their full participation. This highlights the need for Mathari VTC to prioritize accessibility and diversity in its future development plans.

While Mathari VTC generally provided adequate learning materials for practical coursework, catering students faced significant challenges. Their concerns centered around a lack of equipment, particularly for food preparation and culinary practice. Additionally, fashion design students reported a scarcity of essential materials, hampering their ability to fully engage in the course. Further complicating matters, malfunctioning electrical installation machinery hindered practical learning for students in that field.



These shortcomings suggest a need for the VTC to invest in replenishing and maintaining essential equipment and materials across different courses, ensuring all students have the resources to thrive in their chosen field.

A recent assessment of the Mathari VTC Board of Governors (BoG) revealed significant concerns regarding their performance in managing the institution. The BoG received particularly poor ratings for their involvement in developing and reviewing training programs, with students expressing high levels of dissatisfaction. This reflects a broader pattern of subpar performance across the BoG's responsibilities. Lack of awareness, poor satisfaction with training program development, ineffective student admission and exclusion regulations, and inconsistencies in enforcement paint a troubling picture of a BoG struggling to fulfill its crucial role.

Mathari VTC faces a serious challenge with a 30% student dropout rate. This alarming statistic points to significant issues within the institution. Students themselves cite poor management as a major factor, highlighting a lack of accommodation facilities for instructors and inadequate course materials. The need to share equipment in turns, with limited

opportunity for everyone to fully utilize them, adds further frustration and contributes to students opting to leave. These critical concerns indicate a systemic need for reform at Mathari VTC, prioritizing improved management practices, instructor engagement, and resource allocation to reverse the concerning dropout trend.

They also face a staffing crisis that significantly threatens its effectiveness. With only five instructors, one provided by the county government, the school struggles to offer diverse expertise and adequate coverage for its courses. Low salaries, averaging between Ksh 15,000 and 18,000, contribute to this issue. Frequent instructor turnover and teacher absenteeism paint a clear picture of dissatisfaction with current terms and conditions of service. This inadequate compensation not only hinders staff retention but also disrupts student learning, creating a vicious cycle of instability. To ensure quality education and student success, Mathari VTC must urgently address its staffing crisis by offering competitive salaries, improving



working conditions, and attracting and retaining qualified instructors and support staff.

Mathari VTC's student welfare system faces serious shortcomings, earning the BoG poor ratings from students themselves. Grievances often get lost in a bureaucratic maze, channeled to individual instructors or the administration without a clear path to resolution. This lack of a proper feedback mechanism creates a communication gap, leaving students feeling unheard and unsupported. The supposed activities designed to support their physical, mental, and emotional well-being remain poorly implemented, failing to provide adequate academic, social, or personal support. Even basic amenities like a decent sports ground are lacking, hindering their ability to engage in healthy activities and build social connections.

Despite their crucial role in equipping individuals with in-demand skills, Vocational Training centers face a crippling financial crisis. Excluded from the Technical and Vocational Education Fund, they navigate a precarious existence, forcing



students to rely heavily on patchwork solutions like SHOFCO and Girl Child Network sponsorships, parental support, and even self-funding. This dependence on non-institutional resources severely hinders the quality of education and training offered. Low salaries and a lack of resources further exacerbate the problem, making it difficult to attract and retain qualified instructors. Consequently, many students are priced out of these valuable opportunities, hindering their personal development and representing a significant missed opportunity for the nation's economic growth. The government must take decisive action to inject vital funding and support into Vocational Training colleges, empowering them to fulfill their potential as engines of skill development and economic empowerment.

While the institution provided certifications upon completion (with SHOFCO-sponsored students receiving NITA certifications and others receiving KNEC certifications), the effectiveness of integrating



internships and on-the-job attachments into the training program remains unclear. This lack of clarity stems from two key issues: the institution doesn't actively assist students in finding placements, leaving them to navigate the process

alone, and there is no established collaboration with relevant organizations. Consequently, a significant portion of graduates struggle to transition into professional roles, hindering their entry into the labor market.

Courses Offered



Plumbing



Fashion Design



Motor Vehicle Engineering



Electrical Installation



Masonry



Welding



Driving



Videography



ICT



Hairdressing & Beauty



Food & Beverage Production

Proposed New Courses



Business courses



Tourism



Carpentry



Media & Communication



Hospitality



CCTV Installation.

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
1973	Mabatini	216	M-140 F- 76 PWD-9	13 BOG- 13	Ksh 15-18,000 monthly	Ksh 23,000 p.a.

Challenges



- The BOG revealed significant concerns regarding their performance in managing the institution; they received particularly poor ratings.
- Frequent Instructor turnover and teacher absenteeism.
- 30% Drop out rate.
- Inadequate student welfare system due to a bureaucratic grievance mechanism hence students feel unsupported.
- Lack of Equipment particularly for Culinary practice.
- Fashion & Design students reported a scarcity of essential materials.

Good



- Unique partnerships with SHOFCO and Girl Child Network Sponsorships to aid fee payment.
- Has 2 sign language interpreters teachers/ instructors.

Recommendations



- Mathari VTC must urgently address its staffing crisis by offering competitive salaries, improving working conditions, and attracting and retaining qualified instructors and support staff.
- Full implementation of the Technical and Vocational Education Fund.



OLD MATHARI VOCATIONAL TRAINING CENTRE (VTC)



Established in 2018, Old Mathari Vocational Training Centre (VTC) in Hospital ward serves a dedicated community of 34 students, of which 7 are male, 13 are female, and 14 identify as persons with disabilities. The VTC offers practical skills training in four key areas: plumbing, fashion and design, and hairdressing and beauty. Recognizing the financial constraints of its students, the VTC maintains an affordable fee structure of Ksh 5,000 per term, making quality vocational training accessible for all.

Old Mathari VTC students are enthusiastic about the practical skills they acquire. The technical focus of the courses, like plumbing, fashion & design, and hairdressing & beauty, prepares them for both self-employment and marketable careers. This motivates them to push through challenges. The students even proposed expanding the curriculum to include in-demand new courses such as food production, electrical engineering, driving, and mechanical engineering.

However, accessibility remains a concern. While the school offers a ramp, dedicated washrooms for persons with disabilities (PWDs) are

still missing. Additionally, while they have a special education teacher for fashion & design, the lack of an interpreter hinders inclusivity for students with hearing impairments. While assessing the adequacy of learning materials for practical work at Old Mathari VTC, a clear need emerged for additional resources. Students highlighted the lack of sufficient seating, vapor activators, electrical charts, and gas welding equipment. These specific shortages hinder their ability to fully engage in practical training, potentially impacting the effectiveness of the overall program.

Funding struggles pose a significant barrier to Old Mathari VTC's ability to provide optimal education and training. Just like the other vocational institutions, they have not received support from the Technical and Vocational Education Fund, relying solely on alternative sources like SHOFCO and MAKAO sponsorships, parent contributions, and student self-funding. A shadow of dissatisfaction shrouds



the performance of Old Mathari VTC's Board of Governors (BoG) in managing the institution. Students expressed strong disapproval,

awarding the BoG a poor rating in their satisfaction with developing and reviewing training programs. This disconnect extends to student admission and exclusion regulations, deemed ineffective by many. Even maintaining stability and order within the school received varying degrees of effectiveness, further raising



concerns about the BoG's leadership. Further contributing to the negative perception is the limited visibility of the BoG. Most students only observed them in fleeting interactions with the Principal, leaving them with little to no knowledge about the Board's actions and decisions.

Student retention at Old Mathari VTC faces challenges, with a dropout rate ranging from 2% to 5% of the enrolled population each year. This concerning trend is primarily attributed to two factors: substance abuse among students and family-related issues. Both can create significant obstacles to academic success and overall well-being, leading some students to leave the program. Old Mathari VTC struggles with instructor retention, largely due to inadequate compensation and unsatisfactory terms of service. With only four instructors, two each from the County and BOGs, the limited faculty size raises concerns about student-teacher ratios and individual attention. The silence surrounding

instructors' salaries speaks volumes – their dissatisfaction is further evident in the frequent turnover, suggesting low pay and poor working conditions. This staffing instability ultimately impacts the quality of education students receive.

A worrying disconnect exists between the Board of Governors (BoG) and students regarding student welfare. Students awarded the BoG a poor rating due to their perceived lack of intervention and engagement. While a student body exists to voice concerns, its effectiveness is hampered by the difficulty of reaching the administration and the absence of a clear feedback mechanism. This lack of communication and action leaves students feeling unheard and unsupported, impacting their overall well-being and potentially hindering their academic success.

Financial instability casts a long shadow over Old Mathari VTC, just like many vocational institutions. Unlike institutions receiving support from the Technical and Vocational Education Fund, this VTC rests solely on alternative funding sources. Students rely on a patchwork of sponsorships from SHOFCO, Girl Child Network, Makao Organization, and self-funding to afford their education. This precarious financial situation not only limits resources but also hampers their ability to attract and retain qualified instructors. Low salaries and lack of resources make it an uphill battle to compete for skilled educators, ultimately impacting the quality of training students receive.

While Old Mathari VTC provides certificates upon completion (with SHOFCO-sponsored students receiving NITA certifications and

others receiving KNEC certifications), the effectiveness of integrating internships and on-the-job attachments into the training program remains a major concern. The lack of institutional support in finding internships creates a significant barrier for students. They are left to navigate the process on their own, without collaboration from the VTC to build partnerships with relevant organizations. This disconnect contributes to a disappointing transition rate for graduates entering professional roles, with many struggling to find employment in their chosen fields.

Courses Offered



Plumbing



Fashion Design



Hairdressing & Beauty

Proposed New Courses



Food Production



Electrical Engineering



Driving



Mechanical Engineering

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
2018	Hospital	20	M-7 F- 13 PW-14	4 County-2 BOG-2	Ksh 15 - 20,000 monthly	Ksh 15,000 p.a.

Challenges



- Not received support from the Technical and Vocational Education Fund
- Limited visibility of the BOG.
- Student retention at Old Mathari VTC faces challenges, with a dropout rate ranging from 2% to 5% of the enrolled population each year.
- Old Mathari VTC struggles with Instructor retention, largely due to inadequate compensation and unsatisfactory terms of service.
- With only four instructors, two each

from the County and BOGs, the limited faculty size raises concerns about student-teacher ratios and individual attention.

- Disconnect exists between the Board of Governors (BoG) and students regarding student welfare.

Good



- Having a special education teacher for fashion & design..
- Strong Partnership with SHOFCO, Girl Child Network, Makao Organization-this supports financial aid

Recommendations



- Provide dedicated washrooms for PWDs and ensure interpreters are available for hearing-impaired students.

BAHATI VOCATIONAL TRAINING CENTRE (VTC)



Founded in 1974, Bahati VTC in Maringo Ward caters to a diverse student population of 249 individuals, with 139 males, 110 females, and 2 persons with disabilities. The school offers practical skills training in Hairdressing, ICT, Electrical Engineering, Plumbing, and Food & Beverage, charging affordable fees of 30,000 per year (divided into 10,000 per term). Recognizing evolving market needs, students have actively suggested expanding the curriculum to include in-demand courses such as Mechanics, Driving, Fashion & Design, and Housekeeping.

However, accessibility for persons with disabilities (PWDs) remains a pressing challenge. Though the drop-out rate is thankfully low at 2%, the school lacks essential infrastructure and support systems for PWDs. With no accessible ramps, PWD-friendly washrooms, or dedicated interpreters, navigating the learning environment can be incredibly difficult. Notably, the past reliance on a student volunteer interpreter proved inadequate, highlighting the need for sustainable and professional support.



Bahati VTC faces critical challenges in staffing and governance. With only eight staff members (four from the County and four from the Board of Governors) catering to a student population of 240, concerns arise about the quality of instruction and individual attention provided. This understaffing is compounded by low instructor salaries averaging 18,000–20,000 KES per month, as perceived by students who frequently encounter missed classes and unfulfilled teaching duties.

The Board of Governors (BoG) fares poorly in its oversight role, receiving dismal ratings from students. Despite awareness of their existence, students remain unfamiliar with their activities and contributions. This disconnect extends to program development and review, where students express strong dissatisfaction with the BoG's lack of follow-up and engagement. Additionally, the BoG's effectiveness in regulating student admissions and exclusions is deemed ineffective. The perception is that anyone can join as long as they pay the fee, potentially bypassing necessary qualifications. However, the exclusion process seems somewhat effective, allowing students the flexibility to change courses at their will. This flexibility offers a positive aspect within the admissions framework.

A deafening silence echoes in the face of student concerns at Bahati VTC, reflected in the dismal ratings the Board of Governors (BoG) received for their lack of intervention and engagement. The student body, despite its efforts to address grievances, finds itself met with a wall of non-response due to the glaring absence of any proper feedback mechanism from the administration. This disconnect extends beyond individual issues, as the BoG's promotion of a democratic culture, dialogue, and tolerance is rated a mere limited due to their complete passivity. Even their performance in fulfilling their legal mandates receives a neutral assessment, highlighting a deep-seated need for improvement in various areas. Staff satisfaction, student welfare, open communication, and the cultivation of a democratic environment all require immediate attention and proactive measures from the BoG to bridge the gap and fulfill their crucial role in fostering a thriving learning community.

While Bahati VTC boasts a decent 40% job market transition rate, concerns linger about the effectiveness of its internship and on-the-job attachment programs. Tracking alumni progress remains a stumbling block, as limited engagement makes it difficult to gauge their career trajectories and identify areas for



improvement. This knowledge gap is further exacerbated by the absence of partnering organizations, leaving students to navigate the internship landscape alone and potentially hindering their ability to gain crucial practical experience.

Despite these shortcomings, Bahati VTC demonstrates a strong commitment to providing recognized qualifications, with both SHOFCO-sponsored students receiving NITA certifications and others receiving KNEC certifications. However, to truly ensure its graduates' success, Bahati VTC must prioritize building a robust alumni engagement strategy and

forging partnerships with relevant businesses and organizations. By actively tracking graduates'



experiences and cultivating industry connections, Bahati VTC can bridge the gap between theory and practice, equipping its students with the real-world skills and experience they need to thrive in the job market.

Courses Offered



Hairdressing & Beauty



ICT



Electrical Engineering



Plumbing



Food & Beverage Production

Proposed New Courses



Motor Vehicle Engineering



Driving



Fashion Design



Housekeeping

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
1974	Maringo	249	M- 139 F-110 PWD-2	8 BOG- 4 COUNTY- 4	Ksh 18 – 20,000 monthly	Ksh 30,000 p.a.

Challenges



- Understaffing is compounded by low Instructor salaries, as perceived by students who frequently encounter missed classes and unfulfilled teaching duties.

Good



- Drop-out rate is thankfully low at 2%.

WAITHAKA VOCATIONAL TRAINING CENTRE (VTC)



Founded in 1959 as Dagoretti Youth Club and evolving through Waithaka Youth Club, Waithaka Technical Training Centre (VTC) officially registered in 1973. Located in Waithaka Ward, it boasts a diverse student body of 310, with 163 males and 147 females. The VTC offers practical skills training in diverse fields such as beauty therapy & hairdressing, fashion & design, plumbing, electrical installation, food & beverages, masonry, welding, painting & decoration, driving, ICT, and motor vehicle engineering. Fees vary slightly by course, with most costing Ksh 36,500 annually (Ksh 17,700 in term 1, Ksh 9,800 in term 2, and Ksh 9,000 in term 3). Food & beverage manufacturing has a slightly higher fee of Ksh 41,700 (Ksh 17,700 in term 1 and Ksh 12,000 in terms 2 and 3), but includes lunch meals and all learning

materials, offering a comprehensive package for students in that field.

While Waithaka VTC boasts a diverse student body and commendable inclusivity, a concerning high 12% drop-out rate raises red flags. This necessitates a deeper investigation into the underlying reasons and development of effective support mechanisms to retain students. Accessibility for persons with





disabilities also remains a critical area for improvement. Though some accessible structures like ramps exist, the lack of sufficient numbers, interpreters, and accessible washrooms significantly hinders inclusivity.

Furthermore, Waithaka VTC faces substantial challenges due to staff constraints. With only 17 members (three from the County and 14 from the Board of Governors), the school struggles to provide consistent instruction and maintain student engagement, especially with its sizable student population. This understaffing is further exacerbated by low salaries averaging Ksh 16,000 per month, potentially impacting on staff morale and performance.

The Board of Governors (BoG) presents a mixed picture regarding its effectiveness at Waithaka VTC. While students acknowledge their presence and general activities, their satisfaction with the BoG's engagement in program development and review falls short. The lack of clear follow-up on student concerns raises questions about the BoG's responsiveness and proactive involvement. The presence of a dedicated student progress monitor alleviates some concerns, offering on-ground support and information exchange.

Conversely, the BoG's role in admissions and exclusions appears more effective. Guiding students based on their results during admission demonstrates a commitment to meritocratic entry. However, the apparent ease of course switching during exclusions raises concerns about potential academic inconsistencies and the need for a well-defined process with proper guidance for students considering such changes. While flexibility can be positive, it must be balanced with clear academic standards and support mechanisms to ensure student success in their chosen pathways.



The high transition rate of students to professional roles suggests that these efforts are proving successful. The rating on the issuance of certificates upon completion of training was positive, with SHOFCO-sponsored students receiving certifications from the National Industrial Training Authority (NITA) and other students receiving certifications from the Kenya National Examinations Council (KNEC). This demonstrates that the institutions are committed to providing their students with the necessary qualifications to succeed



in their chosen professions. Waithaka VTC further demonstrates its commitment to student success through its focus on recognized qualifications. Issuing SHOFCO-sponsored NITA certifications and KNEC certifications for other students equips graduates with the credentials employers demand. This focus on both practical experience and official qualifications creates a well-rounded foundation for career success.

By actively investing in internships, industry partnerships, and recognized qualifications, Waithaka VTC goes beyond simply training students – it empowers them to confidently navigate the competitive job market. Their dedication to comprehensive training paves the way for a brighter future for its graduates and sets a commendable example for other VTCs to follow.



Courses Offered



Plumbing



Fashion Design



Motor Vehicle Engineering



Electrical Installation



Masonry



Welding



Driving



Painting & Decoration



ICT



Hairdressing & Beauty Therapy



Food & Beverage Production

Proposed New Courses

NONE

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
1974 Founded in 1959. Registered as Waithaka Technical Training Centre in 1973.	Waithaka	310	M- 163 F- 147 PWD- 0	17 County -3 BOG - 14	Ksh 16,000 monthly	Ksh 36,500 - 41,700 p.a. The fees vary depending on the course

Challenges



- A high dropout rate at 12%.

Good



- Actively invests in internships through industry partnerships.

Recommendations



- Enhance accessibility for PWDs by increasing the number of ramps, interpreters, and accessible washrooms.
- Collaborate with the Board of Governors (BoG) to improve their ratings in program development and review, effective student admissions, and exclusions.
- Implement measures to reduce the high dropout rate, address understaffing, and ensure effective Board of Governors' performance.

Ofafa Vocational Training Centre (VTC)



Ofafa VTC, established in 1960 for women's homecraft training, experienced a closure before its welcome revival in 2021. Located in Maringo Ward, the school currently caters to a student population of 21 individuals, showcasing a commendable inclusivity with 15 males, 6 females, and 14 persons with disabilities. Offering practical skills training in Hairdressing, ICT, Electrical Installation, and Food & Beverage, Ofafa VTC charges fees of 27,000 per year for most courses, divided into three installments of 9,000 each. Electrical Installation has a slightly lower fee of 24,000, also payable in three terms of 8,000 each. Recognizing the evolving needs of the market, students have actively proposed the need to introduce new courses such as Plumbing, Fashion & Design, and driving.

However, a concerning 25% of this year's students dropped out, highlighting a need for further investigation and support mechanisms. Accessibility for persons with disabilities also requires immediate attention. The lack of ramps, dedicated washrooms, and interpreters creates significant barriers to their full participation and success. Ofafa Jericho VTC had an insufficient supply of wire cables,

energy meters, blow dryers, massage beds, tongs, foot spas, mirrors, dryers, pans, knives, refrigerators, microwaves, ovens, blenders, gas, and IT equipment. The small IT classroom lacked computers, microphones, digital cameras, internet access, printers, computer tables, and scanners.

Ofafa VTC navigates significant challenges due to a critical staff shortage. With only four staff members (one from the County and three from the Board of Governors), the school struggles to provide consistent instruction and maintain student engagement. This understaffing is further compounded by low salaries averaging 15,000–20,000 KES per month, as reported by the Principal. Consequently, classes are often missed, and teachers frequently



leave, leading to constant instructor changes, disrupting the learning process.

Adding to the difficulties, Ofafa VTC's Board of Governors (BoG) receives dismal ratings from both students and faculty. The BoG's very existence seems shrouded in obscurity, with students expressing complete unawareness of their presence and teachers reporting never having met them. This disconnect extends to the BoG's performance in managing various aspects of the institution. Students strongly disapprove of their role in developing and reviewing training programs, and their effectiveness in regulating student admissions and exclusions is deemed entirely ineffective.

Ofafa VTC's Board of Governors (BoG) faces a resounding lack of trust and engagement regarding student welfare. Their absence from student concern is stark, receiving poor ratings for intervention and lacking a proper feedback mechanism to address grievances effectively. This disconnect extends beyond individual issues, with the BoG's promotion of democratic culture, dialogue, and tolerance rated as limited due to their passive involvement. While their performance in fulfilling legal mandates received a neutral rating, it masks the underlying need for



significant improvement across various areas. Enhancing staff satisfaction, prioritizing student well-being, fostering open communication, and actively cultivating a democratic environment are crucial steps for the BoG to regain trust and contribute meaningfully to the institution's success.

While Ofafa VTC commendably prioritizes providing recognized qualifications through NITA and KNEC certifications (SHOFCO sponsorships even secure NITA certifications), the effectiveness of integrating internships and on-the-job attachments into the training program remains largely unevaluated. This stems from a lack of familiarity with alumni and their post-graduation transitions, highlighting a critical gap in understanding their career paths and workplace needs.

Furthermore, the absence of partnering organizations for internships and attachments presents a significant obstacle. Without these crucial connections, students face difficulties securing practical experience and bridging the gap between theory and real-world application. This lack of practical exposure potentially hinders their overall preparedness for the job market, despite the valuable certifications they receive.



Courses Offered



Hairdressing
& Beauty



ICT



Electrical
Engineering



Food &
Beverage
Production

Proposed New Courses



Plumbing



Driving



Fashion &
Design



YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
1961 (revived in 2021)	Maringo	21	Male-15 Female-6 PWDs-14	4	Ksh 15 – 20,000 monthly	Ksh 27,000 p.a.

Challenges



- Severe staff shortage,
- Financial instability
- Lack of trust in BoG's performance
- Lack of ramps and interpreters for PWDs

Good



- Partnership with SHOFCO together with NITA and KNEC to aid fee payment and secure certifications.

Recommendations



- Implement measures to provide ramps, washrooms, and interpreters for PWDs to enhance accessibility.
- Work closely with the Board of Governors (BoG) to improve their ratings in program development, student admissions, and exclusions.
- Address severe staff shortage, financial instability, and rebuild trust in the BoG's performance through transparent communication and strategic planning.

JERICHO VOCATIONAL TRAINING CENTRE (VTC)



Founded in 1966 with a focus on dressmaking and tailoring, Jericho VTC in Harambee Ward champions inclusivity where despite a small student body of eight, all female and with two persons with disability, the school offers impactful skills training in Fashion and Design and Garment Making and the fee per annum is 30,000 KES making it 10,000 per term of the three terms.. Jericho VTC recognizes the market's evolving needs and has embraced student-driven suggestions for expanding its curriculum to include valuable courses like Plumbing, Beauty therapy, Electrical Engineering, and ICT.

demands immediate attention and deeper investigation to understand and address underlying causes. Additionally, accessibility for students with disabilities requires urgent improvement, the lack of ramps, dedicated pwd washrooms, and interpreters creates significant barriers to their full participation and success. Jericho VTC, which offered only Fashion and Design, had a shortage of machines, materials, and instructors, as well as small classrooms. Jericho VTC has a unique opportunity to not only empower its students with after-school skills but also foster a truly inclusive learning environment where everyone can thrive.



However, there has been a 25% student dropout rate this year which

Jericho VTC struggles with several obstacles that threaten its ability to provide quality education. The constant noise from the social hall creates a disruptive learning environment, and the lack of funding from the county leaves the school financially strained. This financial strain manifests in a scanty staffing situation, with just three staff members – two (2) from the County and one(1) representative from the



Board of Governors. This understaffing, coupled with the unacceptably low average salary of 18,000 KES per month, as reported by the Principal, leads to frequent teacher absences and turnover, causing significant disruption to the learning process.

Compounding these issues is the absence of the Board of Governors (BoG). Students report complete unawareness of their presence in the Institution. This disconnect extends to the BoG's performance, with both students and faculty expressing strong disapproval of their lack of engagement and apparent ignorance regarding TVETA regulations. Their near-total absence from student life, coupled with a



lack of regulatory enforcement and grievance redressed mechanisms, has earned them poor ratings. This disconnect extends to their

promotion of democratic values, which students perceive as hollow due to the BoG's passivity. While their legal compliance is technically satisfactory, it masks a pressing need for substantial improvement across the board. Regaining trust requires the BoG to actively prioritize staff and student well-being, cultivate open communication, and champion a truly democratic environment.

Jericho VTC's commendable focus on NITA and KNEC certifications (backed by SHOFCO sponsorships) is unfortunately undermined by a lack



of follow-through on internships and on-the-job training. The school lacks a system for tracking alumni and their post-graduation experiences, hindering their understanding of career paths and workplace needs. This, coupled with the absence of partnering organizations for practical placements, leaves students struggling to bridge the gap between theory and real-world application. Consequently, despite valuable certifications, their job market preparedness remains questionable.

Courses Offered



Fashion & Design
Garment Making

Proposed New Courses



Plumbing



Hairdressing
& Beauty



Electrical
Engineering



ICT

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
1966	Harambee	8	Male-0 Female -8 PWDs-2	3	Ksh 18,000 monthly	Ksh 30,000 p.a.

Challenges



- Student dropout rate of 25%.
- Lack of funding, leading to financial strain, understaffing, and low average teacher salary
- Noise from the social hall disrupts the learning environment.
- Disconnect between the BoG and students/faculty, lack of engagement and regulatory enforcement.
- Lack of follow-through on internships and on-the-job training.

Good



- Focus on NITA and KNEC certifications (backed by SHOFCO sponsorships)

Recommendations



- Urgently address the lack of accessibility for students with disabilities by adding ramps, dedicated washrooms, and interpreters.
- Implement measures to enhance the Board of Governors (BoG) performance by actively prioritizing staff and student well-being, fostering open communication, and championing a truly democratic environment.
- Investigate and address the underlying causes of the 25% student dropout rate.
- Seek additional funding to address financial strain, understaffing, and low teacher salaries.
- Mitigate noise disruptions from the social hall to create a conducive learning environment.
- Strengthen the connection between the BoG and students/faculty, ensuring engagement and regulatory enforcement.
- Implement a robust system for internships and on-the-job training to improve job market preparedness.

EMBAKASI VOCATIONAL TRAINING CENTRE (VTC)



Embakasi VTC, a beacon of beauty and inclusivity since 1971, empowers its students in Embakasi East Ward with practical skills for the future. Nestled in the heart of the community, the school caters to a diverse group of 15 learners, 14 women and 1 man, fostering a welcoming atmosphere for all. While currently focusing on Hairdressing, Beauty Programs, and Fashion & Design, Embakasi VTC recognizes the ever-changing demands of the job market. Students actively participate in shaping the curriculum, proposing valuable additions like ICT and Electrical Engineering, ensuring their training remains relevant and in-demand.

Despite its strengths, Embakasi VTC navigates significant hurdles. A concerning 20% of students dropped out this year, highlighting the need for investigating underlying causes and implementing robust support mechanisms. Accessibility for students with disabilities also requires immediate attention. The lack of ramps, dedicated washrooms, and interpreters creates significant barriers to their full participation and success. Embakasi VTC had a number of equipment but lacked overalls machines, electric sewing machines, materials for fashion and design,

UV lamps, blow dryers, and small classrooms for beauty students.

The Board of Governors (BoG) faces a resounding lack of trust and engagement. Students express complete unawareness of their presence, and their effectiveness in various aspects of the institution is deemed inadequate. This disconnect extends to student welfare, grievance redressal, and promoting a democratic culture. While their legal compliance may be satisfactory, a critical need for improvement across all areas exists. Enhancing staff satisfaction, prioritizing student well-being, fostering open communication, and actively cultivating a democratic environment are crucial steps for the BoG to regain trust and contribute meaningfully to the institution's success.

Embakasi VTC's commitment to providing recognized qualifications through NITA and KNEC certifications (supported by SHOFCO sponsorships) is commendable. However, the effectiveness of integrating internships and on-the-job attachments remains largely unevaluated. Implementing a system to track alumni and their post-graduation experiences is crucial to understand career paths and workplace needs. Partnering with organizations for practical placements can bridge the gap between theory and real-world



application, ensuring students are truly job market prepared.

Courses Offered



Hairdressing
& Beauty



Fashion &
Design



Plumbing



Beauty
Therapy



ICT



Electrical
Engineering

Proposed New Courses

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
1971	Embakasi East	15	Male-1 Female -14 PWDs-0	3	Ksh 18,000 monthly	Ksh 30,000 p.a.

Challenges



- Lack of equipment for various courses.
- The Board of Governors (BoG) faces a resounding lack of trust and engagement.
- Limited effectiveness in various aspects, including student welfare, grievance redressal, and promoting a democratic culture.
- Lack of follow-through on internships and on-the-job attachments.
- Need for improvement in tracking alumni and their post-graduation experiences.

Good



- Providing recognized qualifications through NITA and KNEC certifications (supported by SHOFCO sponsorships)

Recommendations



- Investigate and address the underlying causes of the 3%-5% student dropouts.
- Improve accessibility for students with disabilities by adding ramps, dedicated washrooms, and interpreters.
- Enhance the Board of Governors' (BoG) performance by prioritizing staff satisfaction, prioritizing student well-being, fostering open communication, and actively cultivating a democratic environment.
- Address the lack of equipment for various courses.
- Enhance the effectiveness of the BoG in various aspects, including student welfare, grievance redress, and promoting a democratic culture.
- Strengthen the follow-through on internships and on-the-job attachments.
- Implement measures to track alumni and their post-graduation experiences effectively.

KANGEMI VOCATIONAL TRAINING CENTRE (VTC)



Kangemi VTC, established in 2016 in Mountain View Ward, fosters inclusion with a diverse student body of 60, comprising 25 males, 35 females, and 3 persons with disabilities. They offer a focused curriculum of four courses: electrical installation, motor vehicle technology, food and beverage, and fashion, with each costing Ksh 10,000 per term (Ksh 30,000 annually). However, Kangemi VTC is not standing still. Recognizing the evolving market demands, students have proactively proposed expanding the curriculum to include relevant and in-demand skills like Beauty Therapy, Plumbing, ICT, Driving, and Carpentry. This forward-thinking approach demonstrates Kangemi VTC's commitment to preparing its students for diverse career paths in a dynamic job market.

Despite its commendable inclusivity, Kangemi VTC faces a significant obstacle in ensuring equitable access for persons with disabilities (PWDs). The lack of essential infrastructure, such as accessible ramps, PWD-friendly washrooms, and dedicated interpreters, creates substantial barriers to learning and participation. This lack of accessibility not only

hinders PWDs' education but also raises concerns about whether their needs are adequately considered and addressed.

While the overall drop-out rate of 10% appears relatively low, it's important to understand the specific reasons behind it. Attributing all drop-outs solely to family issues could potentially mask underlying issues with the learning environment, including those related to accessibility. Further investigation into the drop-out causes, particularly among PWDs, is crucial to identify and address any systemic barriers that might be contributing to their academic challenges.

Despite its commendable inclusivity and diverse course offerings, Kangemi VTC faces significant hurdles that threaten its ability to deliver quality education. A critical staff shortage, with only six members managing the workload of a 60-student body,



leads to inconsistent instruction and frequent instructor changes. This, coupled with low salaries averaging 15,000-18,000 KES per month, hinders teacher retention and creates a disruptive learning environment.

Kangemi VTC's Board of Governors (BoG) paints a picture of profound disconnect and ineffectiveness. Students, despite knowing of their existence, feel completely in the dark about their activities and contributions. The BoG's engagement



is a ghost in the machine, leaving student concerns to echo unanswered in a deafening silence. This lack of intervention translates into dismal ratings across the board, with their performance in fostering a democratic culture, dialogue, tolerance, and even fulfilling legal mandates deemed “limited” or “average” at best.

The disconnect extends beyond engagement. A shortage of teachers and the absence of designated staff facilities, with teachers sharing poorly situated washrooms with students, highlight a disregard for both student and staff well-being. The lack of a proper feedback mechanism further amplifies the frustration, leaving students and teachers alike feeling unheard and unsupported.

Kangemi VTC deserves better. Its students and staff need a BoG that is proactive, visible, and committed to their welfare. Urgent action is required

to bridge this gap and foster a thriving learning community. This means establishing open communication channels, addressing concerns promptly, and actively promoting a culture of engagement and support. Only then can the BoG fulfill its crucial role in guiding Kangemi VTC towards a brighter future.

Despite a commendable 50% job market transition rate, a closer look reveals potential for even greater success at Kangemi VTC. While alumni engagement is laudable, with many returning to mentor current students, tracking their overall progress and experiences could further refine internship and on-the-job attachment programs. This proactive approach would provide valuable insights into employer expectations and industry trends, enabling Kangemi VTC to tailor its training to better prepare students for real-world scenarios.

The institution's active assistance in finding internships and attachments is a positive step, and even encouraging self-sourcing demonstrates a commitment to student empowerment. However, exploring strategic partnerships with businesses and organizations could create a wider and more reliable pool of internship opportunities, potentially boosting placement rates and equipping students with diverse



practical experiences.

Kangemi VTC's commitment to recognized qualifications through SHOFCO-sponsored NITA certifications and KNEC certifications for others is commendable and undoubtedly contributes to its job market success. This focus on credentials ensures graduates are job-ready, but additional efforts in

fine-tuning internship programs and expanding industry connections could unlock even greater potential for its students. By addressing these opportunities for improvement, Kangemi VTC can truly shine as a beacon of hope, empowering its graduates with not just qualifications, but the practical skills and experience needed to thrive in their chosen fields.

Courses Offered



Fashion Design



Motor Vehicle Engineering



Electrical Installation



Food & Beverage Production

Proposed New Courses



Driving



Plumbing



ICT



Hairdressing & Beauty



Carpentry

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
2016	Mountain View	60	M-25 F- 35 PWD-3	6	Ksh 15-18,000 monthly	Ksh 30,000 p.a.

Challenges



- Lack of essential infrastructure such as accessible PWD friendly washrooms dedicated interpreters.

- Sharing of poorly situated washrooms between students and teachers
- Poor feedback mechanism between students and the school administration.
- The school has a high dropout rate of about 10 considering its small student population.
- Shortage of instructors

Good



- NITA certifications and KNEC certifications for other students equips graduates with the credentials employers demand.

Recommendations



- Address the lack of essential infrastructure for persons with disabilities (PWDs), including accessible ramps, PWD-friendly washrooms, and dedicated interpreters.
- Enhance the Board of Governors' (BoG) engagement with students, address concerns promptly, and promote a culture of engagement and support.
- Investigate and address the specific reasons behind the 10% overall dropout rate.
- Tackle the critical staff shortage and low salaries to ensure consistent instruction.
 - Improve the effectiveness of the Board of Governors and address the lack of designated staff facilities and proper feedback mechanisms.
- Establish partnerships with organizations for practical placements.
- Implement measures to improve alumni tracking and post-graduation experiences.

KAHAWA GARRISON VOCATIONAL TRAINING CENTRE (VTC)



Kahawa Garrison VTC, established in 1963, boasts a proud history dating back to just after Kenyan independence. Today, it caters to a diverse student body of 20 individuals, with 5 males and 15 females, fostering

inclusivity despite a smaller student population. Focusing on practical skills training, Kahawa Garrison offers ICT courses lasting 2 months for Ksh 4,500 and fashion & design programs spanning a year at Ksh 30,000 (divided into Ksh 10,000 per term). Recognizing evolving market needs, students have actively suggested expanding the curriculum to include Food & beverage, Masonry, Plumbing, Mechanical Engineering, Driving, Carpentry, and Hairdressing. This diverse curriculum caters to various interests and career aspirations, equipping students with valuable skills for the job market.



While its student body might be smaller compared to other VTCs, Kahawa Garrison VTC holds the potential to be a hidden gem, empowering individuals with practical knowledge and skills in sought-after fields. Its focus on affordability and diverse offerings makes it an accessible option for those seeking a pathway to success. With its rich history and dedication to providing practical skills, Kahawa Garrison VTC may be a small school, but its dedication to its students and community deserves recognition.

Despite a seemingly low drop-out rate of 5%, a deeper concern lies in Kahawa Garrison VTC's lack of accessibility for persons with disabilities (PWDs). The absence of crucial infrastructure like accessible ramps and PWD-friendly washrooms, coupled with the lack of dedicated sign interpreters, creates significant barriers to learning and participation for PWDs. This not only hinders their academic success but also raises questions about the school's commitment to inclusivity and equitable access to education. While a low drop-out rate might suggest superficial progress, it's crucial to address the underlying obstacles that could be pushing PWDs towards alternative pathways due to inaccessibility.

Despite its potential, Kahawa VTC faces critical challenges in staffing

and governance that threaten its ability to provide quality education. With a mere 3 staff members for a student body of 20, concerns loom large about the quality of instruction and individual attention each student receives. This understaffing is further compounded by the issue of low instructor salaries, averaging only Ksh 15,000 per month. Such meager compensation not only raises concerns about staff morale and motivation but also potentially hinders the school's ability to attract and retain qualified instructors.

At Kahawa VTC, the Board of Governors (BoG) casts a long shadow of neglect, failing to fulfill its crucial oversight role. Students, while aware of the BoG's existence, remain shrouded in the dark regarding their activities and contributions. This disconnect extends to program development and review, where students express deep dissatisfaction with the BoG's lack of follow-up and engagement on their concerns. Even in the fundamental area of admissions and exclusions, the BoG's effectiveness is deemed inadequate, raising serious questions about their commitment to student well-being and academic progress.

This absence of engagement and oversight has profound consequences. Students feel unheard and unsupported, potentially hindering their learning experience and academic success. The lack of



transparency and accountability within the BoG further erodes trust and confidence in the institution's governance.

A chilling silence surrounds student welfare at Kahawa VTC, echoing the dismal ratings its Board of Governors (BoG) received for their lack of intervention and engagement. Students, despite valiant efforts to voice their concerns, encounter a brick wall of silence due to the glaring absence of a proper feedback mechanism within the administration. This disconnect extends far beyond individual grievances. The BoG's supposed promotion of a democratic culture, dialogue, and tolerance rings hollow, rated a mere "limited" due to their deafening passivity. Even their fulfillment of legal mandates receives a neutral assessment, exposing a deep-seated need for improvement in numerous areas.

While Kahawa VTC's 40% job market transition rate boasts potential, a closer look reveals hidden challenges hindering its students' career preparation. Tracking alumni progress remains a major hurdle, with limited engagement leaving the institution in the dark about their graduates' experiences and career trajectories. This lack of data makes it difficult to identify areas for improvement and tailor internship and on-the-job attachment programs to better equip future graduates for success.

Compounding this issue is the absence of partnering organizations. Students are left to navigate the internship landscape alone, potentially missing out on valuable real-world experience and industry connections. This isolation can hinder their ability to develop the practical skills and knowledge crucial for securing competitive jobs.

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
1963	Kahawa West	20	M-5 F- 15 PWD-0	3	Ksh 15,000 monthly	2 months for Ksh 4,500 and fashion & design programs at Ksh 30,000 annually

Challenges



- Lack of essential infrastructure such as accessible PWD friendly washrooms dedicated interpreters.
- Sharing of poorly situated

- washrooms between students and teachers
- Poor feedback mechanism between students and the school administration.
- The school has a 40% job market transition rate.
- Shortage of instructors with 3 staff for a body of 20 students compounded with low salaries.

Good



- NITA certifications and KNEC certifications for other students equips graduates with the credentials employers demand.
- Low dropout rate at 5%.

Recommendations



- Improve accessibility for persons with disabilities (PWDs) by adding ramps, PWD-friendly washrooms, and dedicated interpreters.
- Enhance the Board of Governors' (BoG) performance by establishing open communication channels, addressing concerns promptly, and actively promoting a culture of engagement and support.
- Tackle the staff shortage and low instructor salaries affecting the quality of instruction.
- Strengthen the role of the Board of Governors in overseeing and providing transparency and accountability.
- Implement effective data tracking for alumni progress and refine internship programs.
- Establish partnerships with organizations for internships and real-world experience.

DANDORA GREENLIGHT VOCATIONAL TRAINING CENTRE (VTC)



Founded in 2018, Dandora VTC in Dandora Area 1 Ward stands tall as a beacon of opportunity for a diverse student body of 834. Its doors are open to 377 males, 457 females, and 8 persons with disabilities, fostering inclusivity and empowering individuals from all walks of life. The VTC's curriculum caters to practical skills in demand, offering courses in Hairdressing & Beauty, ICT, Electrical

Installation and Food & Beverage where all these courses have a fee range of 15-20,00 KES. This variety ensures students can tailor their skills to their interests and career aspirations, equipping them with the tools to succeed in the job market.

Despite its commendable inclusivity and diverse student body of 834, Dandora VTC faces a critical challenge



in ensuring equitable access for persons with disabilities (PWDs). While the overall drop-out rate may seem low at 25%, a deeper concern lies in the lack of essential infrastructure and support systems for PWDs. The stark reality is that beyond a single accessible ramp, the rest of the school presents significant barriers, from the absence of PWD-friendly washrooms to the lack of dedicated interpreters. Navigating the learning environment for PWDs can be incredibly difficult, potentially hindering their academic success and overall well-being.

Despite its diverse student body of 834 individuals, Dandora VTC faces a critical hurdle in the form of inadequate staffing and governance. With only 6 staff members, 5 from the County and a lone representative from the Board of Governors, concerns loom large about the quality of instruction and individual attention students receive. This understaffing, already a significant challenge, is further compounded by low instructor salaries averaging a mere Ksh 30,000 per month. Such meager compensation raises concerns about staff morale, motivation, and the ability to attract and retain qualified instructors.

While the Dandora VTC Board of Governors (BoG) receives “not so bad” ratings from students, a closer look reveals opportunities for improvement. While the BoG’s existence is acknowledged and some interactions have occurred,

a lack of clear communication and engagement leaves students with a limited understanding of their activities and contributions. This disconnect extends to admissions and exclusions, where the BoG’s effectiveness is deemed “somewhat” effective, suggesting potential inconsistencies or room for greater transparency.

Dandora VTC’s 40% job market transition rate is a commendable achievement, yet a closer look reveals opportunities to strengthen its career preparation support for students. While alumni progress tracking is seemingly easy due to their local presence, a lack of formal engagement hinders the institution’s ability to gather valuable insights and refine its internship and on-the-job attachment programs.

The absence of partnering organizations is a significant gap in Dandora VTC’s support system. Students navigating the internship landscape on their own may struggle to secure diverse and impactful placements, potentially limiting their practical experience and industry connections. This isolation can be particularly detrimental for students seeking specialized or competitive fields.

Despite these shortcomings, Dandora VTC deserves credit for its commitment to recognized qualifications. Providing SHOFCO-sponsored students with NITA



certifications and others with KNEC certifications equips graduates with credentials valued by employers. This focus on formal qualifications is a

valuable foundation for career success, even as the institution works to address the gaps in its internship and industry exposure.

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
2018	Dandora Area 1	834	M-377 F- 457 PWD-8	6	Ksh 30,000 monthly	Ksh 15,000-20,000 p.a.

Challenges



- The overall drop-out rate may seem low at 25%.
- Absence of PWD-friendly washrooms and lack of dedicated interpreters

Good

- The school has a 40% job market transition rate.
- Providing SHOFCO-sponsored students with NITA certifications and others with KNEC certifications equips graduates with credentials valued by employers

Recommendations



- Improve accessibility for persons with disabilities (PWDs) by addressing the lack of essential infrastructure and support systems, including ramps, PWD-friendly washrooms, and dedicated interpreters.
- Establish clear communication and engagement between the Board of Governors (BoG) and students, addressing concerns about their activities and contributions.
- Address the overall dropout rate of 25%.
- Tackle the lack of essential infrastructure for PWDs, including inadequate staffing and low instructor salaries affecting the quality of education.
- Enhance the effectiveness of the Board of Governors in various aspects. - Overcome challenges in tracking alumni progress and refining internship programs.
- Develop partnerships with organizations for internships.

KIWANJA VOCATIONAL TRAINING CENTRE



Kiwanja VTC, was founded in 2013, equips its diverse student body of 31 (17 male, 14 female, and 8 PWD) with practical skills in high-demand fields like masonry, fashion & design, electrical installation, hair & beauty, and plumbing. Despite fostering a welcoming and inclusive atmosphere, the school faces pressing challenges that threaten its long-term success.

While fees are manageable at Ksh 32,000 per year (split across three terms), a 50% drop-out rate raises serious concerns. This high rate could be linked to limited course offerings, with students requesting relevant additions like ICT, Food & Beverage, Driving, and Motor Vehicle Engineering to reflect evolving job market demands.

Furthermore, Kiwanja VTC struggles with accessibility: a lack of ramps, accessible washrooms, and sign language interpreters creates significant barriers for PWD students. Additionally, understaffing (only 5 staff total, 2 from the County and 3 from the BoG) and low salaries (only Ksh 16,000 per month) raise questions about staff morale and the ability to provide quality instruction and support.

Kiwanja VTC faces a stark reality, its potential overshadowed by systemic challenges that hinder its ability to serve its students effectively. The Board of Governors (BoG) receives a dismal rating for neglecting student welfare, with concerns regarding program development, review, and follow-up falling on deaf



ears. This lack of engagement extends to admissions and exclusions, where the BoG's effectiveness is deemed inadequate, raising serious questions about their commitment to student well-being and academic progress.

The consequences are starkly evident in the 10% job market transition rate. While the lack of a dedicated school building, using only a social hall alongside a field, undoubtedly plays a role, it's merely the tip of the iceberg. The absence of partnering organizations for internships and attachments further isolates students from real-world experience, a crucial stepping stone to successful careers. Kiwanja VTC needs a systemic overhaul. The BoG must undergo a drastic shift, prioritizing open communication and responsiveness to student concerns. Investing in program development and review, with active student engagement,

is essential to ensure relevance and effectiveness. Partnering with businesses and organizations will unlock crucial internship opportunities and bridge the gap between theory and practice. Additionally, addressing the infrastructure limitations and considering a dedicated school building would create a more conducive learning environment and enhance the overall student experience.

Kiwanja VTC possesses the potential to be a thriving hub of opportunity, but it must overcome these systemic challenges head-on. By prioritizing student well-being, embracing transparency and engagement, and investing in infrastructure and partnerships, Kiwanja VTC can transform its 10% job market transition rate into a springboard for student success and become the beacon of opportunity it strives to be.

YEAR EST.	WARD	STUDENT POPULATION	STUDENT RATIO	NO.OF INSTRUCTORS	INSTRUCTOR REMUNERATION	COURSE FEES
2013	Kahawa West	31	M-17 F- 14 PWD-8	5	Ksh 16,000 monthly	Ksh 32,000-p.a.

Challenges



- The 50% drop-out rate raises serious concerns. This high rate could be linked to limited course offerings.
- Kiwanja VTC struggles with accessibility: a lack of ramps, accessible washrooms, and sign language interpreters creates significant barriers for PWD students.
- Lack of a dedicated school building, using only a social hall alongside a field.
- The absence of partnering organizations for internships and attachments further isolates students from real-world experience, a crucial stepping stone to successful careers.

Recommendations



- Address the high dropout rate by expanding course offerings to reflect evolving job market demands.
- Improve accessibility for persons with disabilities (PWDs) by adding ramps, accessible washrooms, and sign language interpreters.
- Prioritize open communication, responsiveness to student concerns, and active engagement of the Board of Governors (BoG) in program development and review.
- Overcome the high drop-out rate by addressing limited course offerings and accessibility issues for PWDs.
- Tackle understaffing and low salaries affecting the quality of education.
- Improve the effectiveness of the Board of Governors, addressing neglect of student welfare and enhancing engagement.
- Increase the job market transition rate by establishing partnerships for internships and attachments. – Expand the network of partnering organizations for internships and real-world experience.





National Taxpayers Association
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National Taxpayers Association
14 Riverside Dr, Daphton Court, Hse No. A6
P.O. Box 4037-00506 Nairobi, Kenya
Phone: +254-701-946557 / +254-734-500940
E-mail: admin@nta.or.ke

