

# REPORT

## LABOUR MARKET ASSESSMENT OF DEMAND DRIVEN ARTISAN COURSES IN KISUMU COUNTY



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## LIST OF ACRONYMS

<b>BCL</b>	Breinscope Consultants Limited
<b>CDACC</b>	Curriculum Development, Assessment and Certification Council
<b>CMI</b>	Create Match and Improve
<b>CSO</b>	Civil Society organization
<b>FGD</b>	Focused Group Discussion
<b>GBV</b>	Gender Based Violence
<b>ICT</b>	Information Communication Technology
<b>KII</b>	Key Informant Interview
<b>K-MET</b>	Kisumu Medical and Education Trust
<b>KNEC</b>	Kenya National Examination Council
<b>KUAP</b>	Kisumu Urban Apostolate Program
<b>KYEOP</b>	Kenya Youth Employment and Opportunity Project
<b>MA</b>	Master Artisan
<b>MVM</b>	Motor Vehicle Mechanics
<b>NGO</b>	Non-Governmental Organization
<b>NITA</b>	National Industrial Training Authority
<b>PhD</b>	Doctor in Philosophy
<b>PPE</b>	Personal Protective Equipment
<b>ToR</b>	Terms of Reference
<b>TVET</b>	Technical Vocational Education Training
<b>USAID</b>	United States of America International Development
<b>VTC</b>	Vocational Training Centers
<b>YMCA</b>	Young Men Christian Association

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## ACKNOWLEDGEMENT

Breinscope Consultants Limited (BCL) wishes to sincerely thank Pamoja for Transformation Trust for giving her the opportunity to undertake a rapid assessment in sampled Vocational Training Centers (VTCs) within Kisumu County. We appreciate Pamoja for professionally organizing the task, making it smooth for Breinscope to successfully execute the assessment.

Our gratitude also goes to the Kisumu County Ministry of Education under the guidance of Madam Paschalia Ndungwa (County Director TVET) and Mr. Daniel Okutah (County Quality Assurance and Standards Officer) for according us express approval to access all the sampled VTCs. We equally acknowledge the support given to us by the VTC Managers, instructors and their trainees. Their support and participation in the interviews in their VTCs and facilitation of the assessment teams while conducting the interview sessions ensured there were no serious hitches. We also extend our appreciation to the Master Artisans and the apprenticeship trainees for their commitment and dedication of their precious time to take part in the interviews across Kisumu County. This assessment could not have been successfully accomplished without the absolute dedication by the Rapid Assessment Team including field supervisors and enumerators from Breinscope, led by the Managing Director Mr. Hezbourne Ouma Ong'elleh and his colleagues Mr. Hagai Oyaro and Mr. Shadrack Oyier. To Pamoja for Transformation Trust, we acknowledge the Executive Director Mr. Stephen Kadenyo for providing focused leadership alongside his team members comprising Mr. Meshack Koballah, Victor Amaumo, Paul Odumbe and Trizer Ouya.

Finally, we thank the donor partner for financially supporting the rapid assessment exercise. Their support was a worthy investment and undertaking towards propelling efforts and actions necessary for a holistic human development.

## EXECUTIVE SUMMARY

This rapid assessment report was compiled by Breinscope Consultants Limited for Pamoja for Transformation Trust's "**Skills for Job**" Project to be implemented in Kisumu County. The project's overarching objective is to improve the employability and economic situation of young Kenyans (men and women aged 18-35) within Kisumu County. The project seeks to empower 1,700 beneficiaries through demand driven basic skills trainings and job matching services in collaboration with selected Technical Vocational Education and Training (TVET) institutions, the County Government of Kisumu and various industry players.

The first objective of rapid assessment was to support in the identification of labour market needs of youth and employers, which will in turn help in the identification of demand driven artisan courses for short skills training. The second objective of the assessment was to facilitate mapping of Key industry players for potential industrial attachment and job placement opportunities. Based on the identified soft skill gaps, the findings of this assessment will play a key role in the development of a soft skill curriculum guide and a participatory workbook to be integrated into the regular training curriculum of the vocation training centers.

The rapid assessment was conducted for a period of six (6) days, from 24<sup>th</sup> August 2021 to 16<sup>th</sup> September 2021. The respondents in this exercise included Master Artisans, VTCs (Managers, Instructors and Trainees) as well as apprenticeship trainees. The assessment adopted mixed method research, which utilized both quantitative and qualitative approaches. For quantitative structured questionnaires were used to collect data from VTCs continuing students and apprentices from the informal sector (Juakali), while Key Informants and Focus Group Discussions were held with Master Artisans, VTC managers and Instructors across the scope of the project area using a pre-determine question guide. Each Focused Group Discussion session consisted of a maximum of twelve participants per session in each institution. A total of thirty (30) Master Artisans, thirty-five (35) managers and instructors, one hundred and ninety-two (192) VTC students and thirty-two (32) industry apprentices were sampled and interviewed across the project area which included Kisumu, Seme and Nyando Sub-Counties respectively.

Based on the assessment process, the findings of this report will be useful in guiding Pamoja for Transformation Trust in the design of a robust methodology and approach for successful stakeholder engagement as it seeks to roll out the **Skills for Jobs** Project in Kisumu County. The report has broadly highlighted various aspects of recommendations based on specific assessment areas. According to our expert analysis it is our hope that these recommendations will inform the desired outputs, outcomes and eventually impact.

Breinscope Consultants Limited therefore recommends as follows;

1. Pamoja should adopt vibrant and innovative advocacy strategies that can effectively influence curriculum review and/or adaptation by the relevant authorities to facilitate mainstreaming of more soft skills areas and short term employable courses ideal for vulnerable youth who need immediate livelihood mitigations especially around courses such as masonry, beauty and therapy as well as dress making.
2. Pamoja should work towards strengthening the interface between the potential employers, Master Artisans and the Vocational Training Centers through consultative and linkage meetings to facilitate seamless transition of their beneficiaries to navigate smoothly from course work to internship through to wage or self-employment.
3. Pamoja should consider replicating the concept of short term employable courses especially by working closely with private VTCs within the scope of the project areas which are already having soft skills short courses ongoing. That notwithstanding the project should also strengthen its collaboration with national and county government departments to galvanize support that will enable them to roll out short term courses within the government owned VTCs especially in Kisumu County. This should also



go along way on influencing staffing needs of such institutions since some of them are evidently understaffed.

4. Pamoja for Transformation Trust should consider initiating and adopting multi-stakeholder approaches that could popularize the concept of short period employable courses necessary in addressing both practical and strategic economic needs by the vulnerable youth who may not have the opportunities or sufficient resources at their disposal to afford long term programed courses within the formal learning pathways and frameworks.
5. There is need for the stakeholders and VTCs within Kisumu County, to offer green economy technologies, such as promotion of greenhouses, shade nets, briquettes, and bio digesters. These courses can take a short-term but would be viable technologies to empower students within the rural setups.

The subsequent sections of this report is a chronological sequence of events of the rapid assessment exercise capturing detailed information across different topical areas of reporting. We are delighted to invite you to read the report, being optimistic that it will make sense to you and help you in making informed decisions on the basis of the findings and recommendations documented herein

**Hezbourne Ouma Ong'elleh**

**Managing Director**

**Breinscope Consultants Limited**

## 1.0 INTRODUCTION

### 1.1 About Pamoja for Transformation Trust

Pamoja for Transformation was established in 2009 as a national Non-Governmental Organization (NGO) registered in Kenya as a Trust. Pamoja envisions a Peaceful, just and prosperous society with a mission to 'Support communities affected by conflict with resources and tools to move from crisis and poverty to peace and development'. Pamoja endeavors to contribute towards resolving structural and latent conflicts that commonly arise from weak governance systems, historical injustices, ethno-politics and economic inequalities through an integrated approach that combines peace building, participatory governance and economic development strategies to attain sustainable change. Our four main strategic intervention areas include: 1) Governance, 2) Conflict Transformation, Cohesion and Integration, 3) Enterprise Development, and 4) Institutional Development.

### 1.2 About Skills for Job Project

The "Skills for Jobs" project which is designed to improve the employability and economic situation of young Kenyans (men and women aged 18-35) within Kisumu County. The project seeks to empower 1,700 beneficiaries through demand driven basic skills trainings and job matching services in cooperation with selected Technical Vocational Education and Training (TVET) institutions, the County Government of Kisumu and various industry players.

The project targets 35% (595) women and 40% (680) youth from vulnerable backgrounds. 1,500 of the selected beneficiaries will be taken through three months of classroom training to equip them with necessary demand led technical skills training as well as additional entrepreneurship, job readiness and soft skills capacity training. The three-month classroom training will be followed by a mandatory three-month industrial attachment/internship and later employment/ job linking services. The remaining 200 beneficiaries will be selected from youth already engaged in the informal (Jua Kali) sectors within Kisumu County and will not only be reskilled with technical knowledge, but will also be equipped with soft and business skills training and issued with business toolkit to expand their business ventures.

Pamoja applies the CMI (Create, Match, and Improve) approach of high potential youth employment pathways that:

1. Creates skilled youth and provide them with opportunities to take up work or a job/role that is based on the skills and knowledge acquired through the technical and soft skills trainings.
2. Matches youth's skills and interests to existing job opportunities in the labour market relevant to their respective trainings through targeted placements and internships.
3. Improve market demand opportunities that make the youth with a variety of education levels employable and add value within respective value chains.

## 2.0 METHODOLOGY AND APPROACHES

### 2.1 Approach to the Assignment

The rapid assessment process adopted mixed method research which involved both quantitative and qualitative methods. Quantitative data was collected through individual VTC trainees and interns' interviews, while qualitative data was collected through Key Informant Interviews (KIIs) and Focused Group Discussion (FGDs) which covered Kisumu Sub-County, Nyando Sub-County and Seme Sub-County in Kisumu County.

### 2.2 Sampling and sample size

Simple random sampling was used to select the trainees and apprenticeship students for quantitative data. Snowballing method was used to reach the interns for interviews. While individuals with technical information were purposively sampled and interviewed using a questionnaire guide with open ended questions to collect qualitative data on key areas. A total of thirty (30) Master Artisans, Thirty five (35) Managers and Instructors, one hundred and ninety two (192) VTC trainees and Thirty two (32) apprenticeship trainees were targeted by the assessment in their respective categories. The process was guided by the overall objectives of the exercise specified in the Terms of Reference (ToR). The *tables 1* and *2* below outline the number of respondents interviewed during the assessment;

*Table 1: Key Informant Respondents Distribution by Sub-County*

No.	Sub-County	Respondents	Sample Size
1.	Kisumu	Managers	4
		Instructor	12
		Master Artisans	10
2.	Nyando	Managers	5
		Instructor	15
		Master Artisans	9
3.	Seme	Managers	3
		Instructor	9
		Master Artisans	10
	Total		77

*Table 2: FGD Respondents Distribution by Sub-County.*

No.	Sub-County	Number of FGDs	Gender disaggregated level of participation		
			Female	Male	Total
1.	Kisumu	4	29	29	58
2.	Nyando	4	21	23	44
3.	Seme	3	17	18	35
			67	70	137

A total of fourteen VTCs were sampled for rapid assessment with Kisumu and Nyando Counties taking a higher number while Seme Sub-County had the least as shown in the *table 3* below:

Table 3: Distribution of sampled VTCs for rapid assessment

Sub-Country	Name of VTC	Sub-County	Name of VTC	Sub-County	Name of VTC
Kisumu	YMCA	Nyando	Katito	Seme	Karateng'
	KUAP		Ahero		Mariwa
	Akado		Nyang'oma		Kitambo
	NITA		Kigoche		Chwa
	Rotary		Ombaka		

### 2.3 Data collection, Tool Validity and Reliability

Assessment tools were developed for both quantitative and qualitative data collection, which were subjected to validation and reliability test to check if they could accurately measure the anticipated construct within the assessment. This was done through standardization of the questions to ensure that tools were able to capture the same answers that could effectively address the objectives of the assignment. Further consultation was done with Pamoja for Transformation Trust to seek their approval of the tools.

### 2.4 Recruitment of Enumerators and Training

Breinscope Consultant identified and recruited 11 enumerators and 3 FGDs facilitators across the three sub-counties who were assigned different assessment areas and assisted in data collection. This was done based on their qualification, previous experience and competency in data collection activities, The enumerators were taken through one-day training to improve their ability and quality of information gathering from respondents. The training focused on rapid assessment objectives, research ethics, sampling, methodology and respondent selection, understanding of rapid assessment tools which included structured and unstructured questionnaires as well as FGDs guides.

### 2.5 Data Collection Methods

Quantitative questionnaires were administered to individual VTCs trainees, who were sampled and put into five (5) groups per VTC. This was done in strict adherence to gender balancing and Course area proportionality as much as possible. Apprenticeships from informal sector (Juakali) job spaces were also interviewed through quantitative questionnaire administration across the three major project scope areas of Kisumu, Seme and Nyando. The overall rapid assessment used several methodologies in a triangulation to ensure there were multiple sources of evidence for validity and reliability. However, this will mainly applied upon quantitative and qualitative methods involving;

- Individual structured interviews to gather information from the VTCs continuing and apprenticeship students.
- Key Informant Interviews (KIIs) to gather primary data from master artisans, VTCs managers and instructors.
- Focus Group Discussions were also conducted with continuing students which were administered using predetermined focus group guides with relevant themes. This was done with groups of 12 of the target respondents.



*Breinscope Consultant staff conducting KII to one of the respondent*

For the formal sector, face to face interviews were held with thirty-five (35) VCT managers and Instructors through administration of Key Informant Interviews (KIIs) using questionnaire guide. In every VTC, a Manager and three Instructors were targeted for interviews, with varied level of responses evident from various VTCs, where in YMCA, Akado, Ahero, Katito, Nyang'oma and Kigoche VTCs, all the respondents were interviewed at first time of visit while in KUAP, Kisumu Rotary, Chwa, Kitambo and Karateng VTCs, where only a section of the targeted respondents were

interviewed in varied numbers per VTC owing to a number of factors that included personal commitments by respective Managers/Instructors, official duties away from work stations, among others. Under reasonable situations, alternative mechanisms of interviewing those who were not at work stations were discussed and organized, hence for example, the VTC Manager for Kitambo managed to voluntarily visit Breinscope offices and participated in the interview.

Alongside VTC managers and Instructors, Key Informant Interviews were also held with Master Artisans and potential employers in the Labor Market. The interview of Master Artisans was purposed to deliberately support the process in triangulating data and examining the dynamics and variables which were comparatively in play in both the formal and informal sectors within the labor market spaces. A total of thirty (30) Master Artisans were interviewed. Their participation was also significant in harvesting information key in understanding the roles of formal and informal sectors thereby documenting possible interface strategies between VTCs and employers for improving quality of trainings on internships and apprenticeships vis-a-vis assessing the relevance of the curriculum delivered at VTC level and its alignment and contribution to the labor market demands.

### **2.5.1 Individual Structured Questionnaires**

For the quantitative data, questionnaires were developed, printed and administered at two levels which included; 1. Continuing trainees in VTCs and 2. Trainees on apprenticeship with Master Artisans. The questionnaires were aligned to suit the education levels, capacities and interests of the respondents depending on their level of engagement. A total of fifty five (55) VTC continuing trainees were targeted across various skilled trades for interviews out of a target of sixty (60) trainees. For apprenticeship, while thirty two (32) apprenticeship trainees representing various skilled trades were interviewed out of a target of forty (40) trainees, hence 92% and 80% respectively was achieved in terms of reach for each category in the VTCs and apprenticeship trainees.

### **2.5.2 Key Informant Interviews**

Key Informant Interviews were conducted on a one on one with Master Artisans, VTC managers and Instructors across the scope of the project. Data collection from the KIIs were collected by Breinscope Consultant staff using open-ended questionnaire guide which intended to elicit qualitative responses from the targeted respondents. The opinions sought from the Master Artisans, VTC managers and Instructors were used for comparative analysis to identify the existing soft skills gaps in training curriculum within the targeted VTCs.

### **2.5.3 Focus Group Discussions**

All FGDs were convened with trainees in their respective VTCs across the County where data collection was conducted. The participants for FGDs comprised of trainees who were continuing with their course work and had not graduated. A total of 11 FGDs were conducted with each consisting of twelve (12) trainees. The

selected groups were to help clarify some of the issues emerging from individual interviews and key informant interviews. The FGDs were facilitated by a moderator and a note take and provided in-depth interactions with each gender in their respective representations with the consultant.

## **2.6 Data Analysis**

The collected data was analyzed and further synthesized in producing this report. Guided by the overall objectives of the exercise specified in the Terms of Reference (ToR), the assignment adopted the following design while engaging with the respondents. Quantitative data were entered into SPSS for analysis and manipulation. Qualitative data analysis was done through data coding, this provided a framework for subsequent analysis of respondents' perspectives. Qualitative data analysis was based on emerging themes across different areas of investigations and involved comparisons, response convergence/divergence analysis and mixed method integration. This information complemented the analysis and reporting of quantitative data by way of illustrations through verbatim quotations. The collected data was analyzed and further synthesized in producing this report.

### **3.0 RAPID ASSESSMENT FINDINGS AND DISCUSSIONS**

The assessment targeted a total of 14 VTCs within Kisumu County, however due to NITA examinations which was going on as at the time of assessment in some of the VTCs, only eleven were reached for interviews. These included YMCA, KUAP, Akado, Kisumu Rotary, Karateng', Chwa, Kitambo, Katito, Ahero, Nyang'oma and Kigoche, at NITA the center Manager referred Breinscope to higher level authorities, a condition which could not be immediately met owing to time constraints for the assessment; at Ombaka the VTC found to be a special school under the jurisdiction of the TSC and was not much established in terms of offering vocational trainings while Mariwa VTC citing being busy with ongoing NITA exams during the data collection week.

#### **3.1 Response rate**

The response rate for KIIs and FGDs from the three sub-counties which included Kisumu, Seme and Nyando were translated into percentage to show respondent level of participation during the data collection. Nyando sub-County posted a majority (80%) of the respondents 4 in number out of expected 5 who were managers as compared to Kisumu County which had (75%) while Seme Sub-County presenting relatively a smaller percentage (67%) of the respondents who were managers. The response rate for VTCs instructors remained proportionately the same across the three Sub-Counties at (67%) of the respondents. The overall response rate for KIIs indicated that in total 9 managers and 26 instructors were interviewed which cumulatively added up to 35 respondents as compared to the expected 48 respondents in total. This showed that the assessment managed to achieve (73%) response rate.

Similarly, the response rate for the master artisans presented a positive trend, with Kisumu and Seme Sub-Counties posting higher participation at (100%) response rate respectively while Nyando Sub-County had (90%) response rate. In general, the overall response rate of master artisans from the three Sub-Counties stood at (97%) and 29 in number as compared to the targeted 30 interviewee master artisans. Although the project targeted one hundred and forty-four (144) trainees cumulatively to participate in the FGDs only one hundred and thirty-seven (137) were reached. In view of this output, the FGD achieved (95%) of the respondents turn out which was a manifestation of quality planning and execution of the process by all the stakeholders involved at various levels.

#### **3.2 Gender disaggregation of participation by Sub-County**

In Kisumu Sub-County the response rate for both females and males remained at (50%) respectively, Nyando Sub-County had a majority (52%) of the respondents who were males while (48%) of the respondents were females. The gender disaggregation level in Seme Sub-County indicated a disproportionate distribution of students with a majority (51%) of the respondents being males while (49%) were female.

The overall findings on gender disaggregation almost showed equal distribution with male respondents taking slight lead at a majority (51%) of the respondent while female at a minority (49%) of respondents being females, this implied that more male students could have been registered in the sampled VTCs as compared to female students as shown in figure 1;

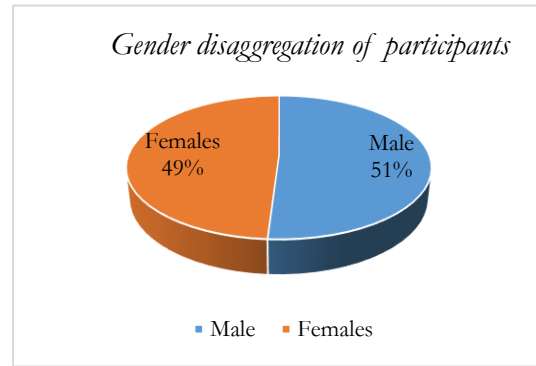


Figure 1: Gender disaggregation of participants

### 3.3 Age ranges of the respondents

Most respondents who took part in the interviews were within the age range of 22-28 years, constituting (55.2%) which was more than half the sample size. While the second group showed relatively a smaller percentage at (36.2%) of the respondents who belonged to age category range of 14 – 21 years. The least range category presented (8.6 %) of the respondents which was between 29-35 years as shown in the figure below

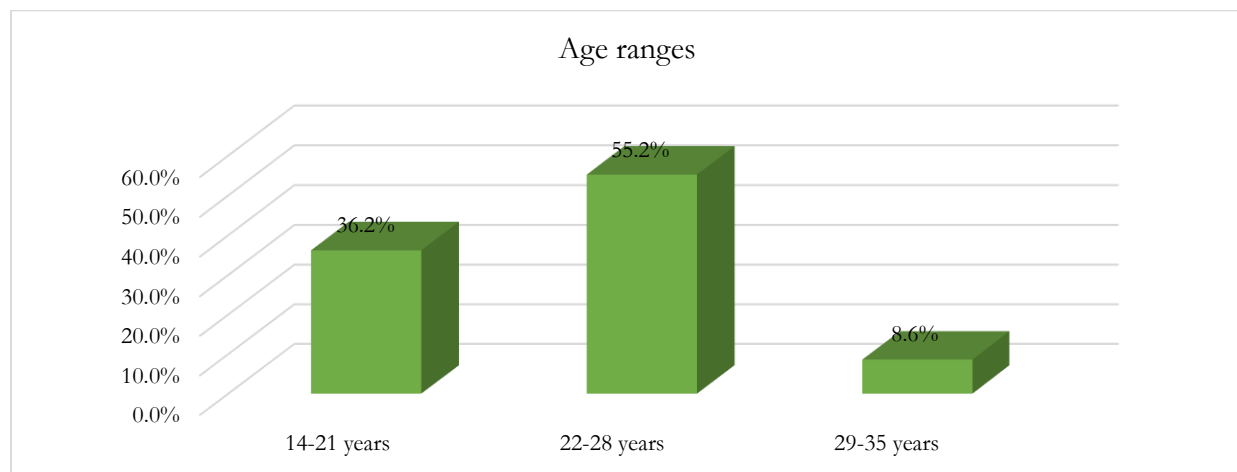


Figure 2: Respondents Age Ranges Distribution

### 3.4 Level of education at entry

The assessment finding shows that a majority (52%) of the respondents joined VTCs at secondary education level, while (26%) of the respondents had post-secondary education, with a paltry (22%) of the respondents joining VTC at primary education level. This could be the contributing reason why some VTCs cannot offer short courses as they need more time to put trainees at the same level before introducing them to courses of their interests based on their different levels of entry. This result is in support of qualitative finding which indicated that during admission trainees come from diverse education backgrounds which include primary drop out to post-secondary leavers and bringing such trainees to the same level of understanding takes long as some are shy and can't speak or write English.



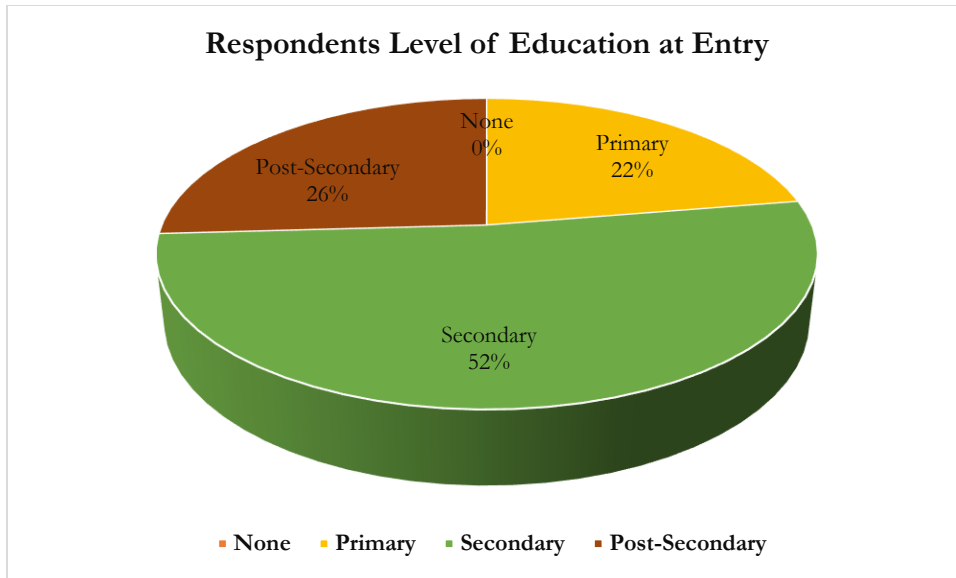


Figure 3: Respondents distribution by their level of Education

### 3.5 Marital status of respondents

As at the time of the assessment a majority (81.0%) of the respondents were single with a minority (19.0%) of the respondents who were already married. This confirms the fact that in the VTCs, there is possibility of existence of young mothers and fathers among the trainees. This verifies the assertions during the interviews with Managers and Instructors that there exist trainees with children who may require unique support in order to concentrate in accomplishing their courses.

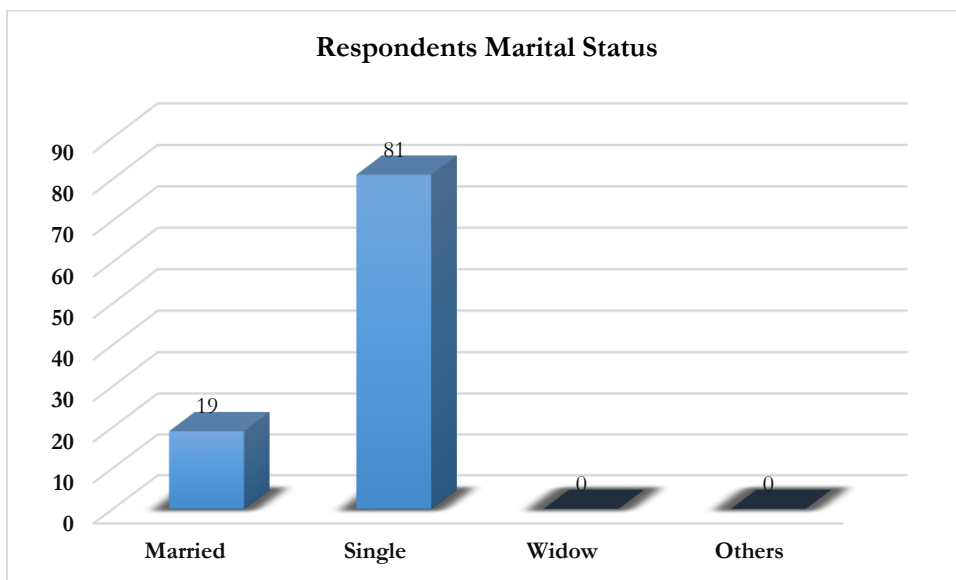


Figure 4: Respondents distribution by their marital status

### 3.6 Trainees with children at enrollment

Out of 137 trainees interviewed, a significant (65.5%) said they did not have children while (34.5%) confirmed that they had children at the start of the trainings. Of those having children (61.1%) said they had 1 child, followed by (28.8%) who had 2 children while rest were either having 3 or 4 children. This was in line with the qualitative result which indicated that delivering some course in three months may not be easy owing to the fact that some of the trainees are young mothers who have other responsibilities to attend to. This may also make them to be irregular in attending the course thus prolonging the entire course work period.

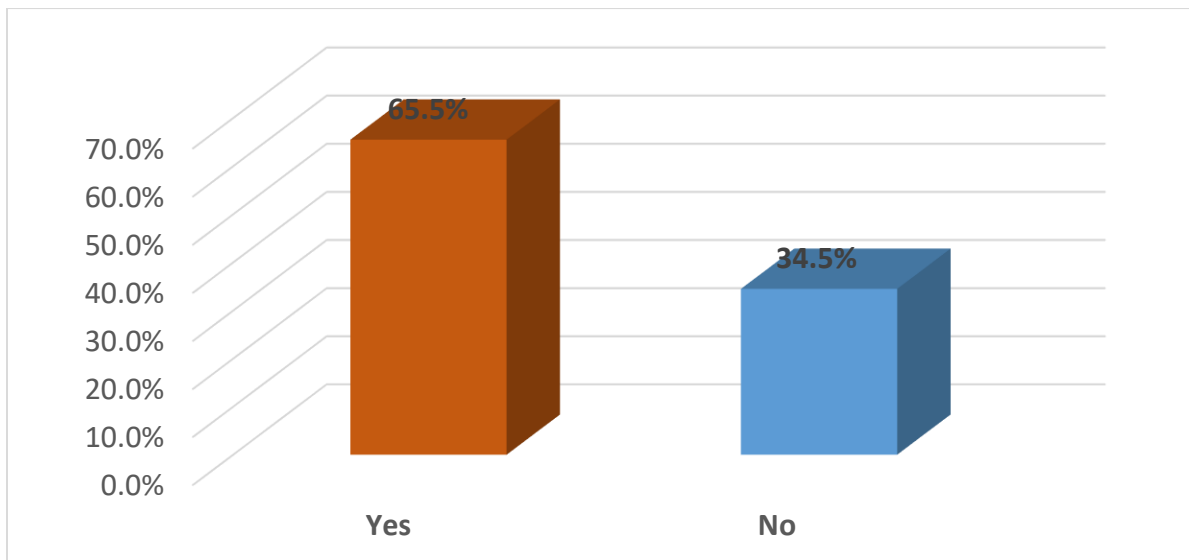


Figure 5: Proportionate Of TVETs Students who joined when they had Children.

### 3.7 Trainees with disabilities and type of disability

In the analysis, trainees with disabilities recorded (12.1%) of the respondents whereas those who did not have disabilities were the majority at (87.9%). This reflects on the VTCs ability to enroll trainees with disabilities within their institutions, calling for advance dialogue on how to mitigate low level enrolment by trainees with disabilities who might be interested in taking VTC pathways but find it unconducive to join such institutions due to barriers and coping mechanisms. On the other hand, trainees with visual impairment took lead among those interviewed (57.1%), those with physical disability stood at (28.6%), while hearing impairment recorded the least at (14.3%).

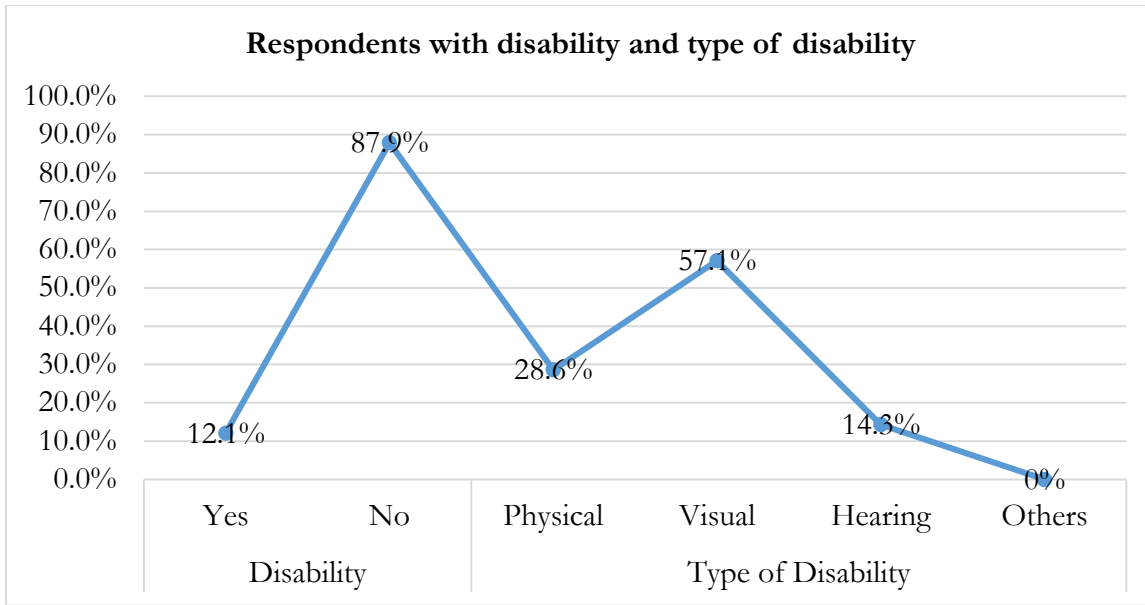


Figure 6: Respondent distribution according to their disability status

#### 4.0 FEEDBACK FROM CONTINUEING STUDENTS

##### 4.1 Awareness about organizations supporting skills development

The assessment sought to know the institutions supporting skills development and trainees' level of awareness on the same. Out of 137 trainees, only a minority (33.9%) of the trainees confirmed that they were aware of the organizations supporting skills development in their respective areas. A majority (66.1%) of the trainees had no idea, this implied low level of awareness among the trainees about the organizations supporting skills development in their respective sub-counties. Among those who affirmed that they know the institutions supporting skills development mentioned a number of institutions which included KUAP, Nyarombe VTC, Oriang, Awach Technical Training Institute, Ahero VTC, Koru VTC, Mawego, Ahero, Kandaria, KUCCIPS, Alwala, Boya, Achego, Pamoja for Transformation Trust and Umoja.

##### 4.2 Courses being undertaken by trainees.

A total of fifteen (15) courses were assessed and of the courses, a majority (19%) of the trainees were taking dressmaking, (17%) were taking electrical wiring, while masonry had (14%). Other courses, that scored least, included wood work, plumbing and welding all of which were rated at (2%). On the flipside, some courses such as marketing, phone repairs apparently were not being taught hence scored (0%) as shown in the *figure 7* below:

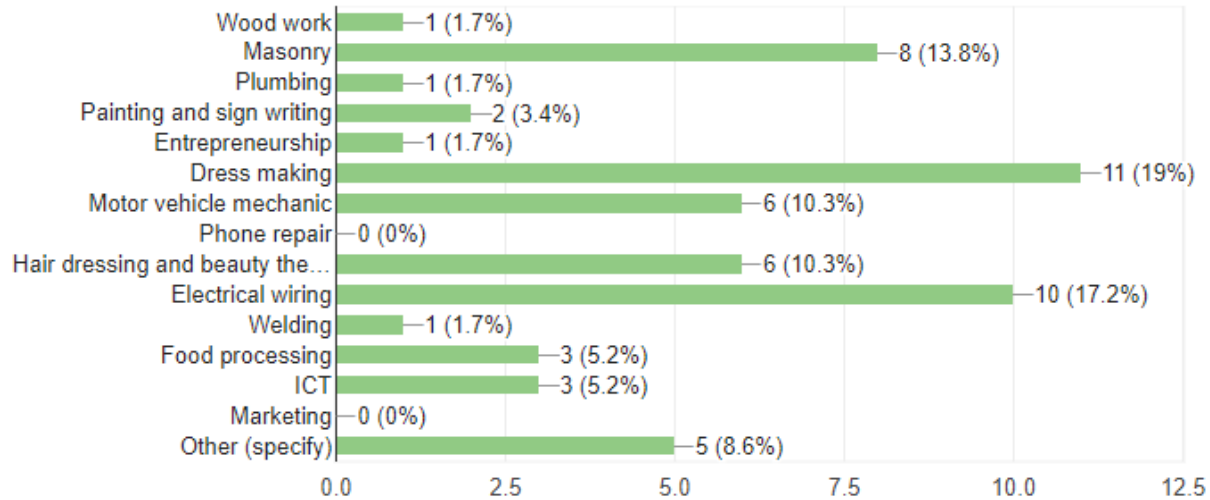


Figure 7: Response on the type of courses taken by trainee

#### 4.3 Reasons for choosing courses by trainees

Majority (75.9%) of trainees said their choices of the courses were based on passion and ambition to secure job opportunities because of taking such courses. This was followed distance second by those who received career guidance before settling for the courses at mere (13.8%) of trainees while those whose courses were recommended to them by their parents/friends were (10.3%) of the trainees. This generally meant that very few trainees receive career guidance to make informed decisions before settling on the final courses, thus resulting to high incidences of dropouts among trainees. Figure 8 below shows factors that inform trainees' choice of courses:

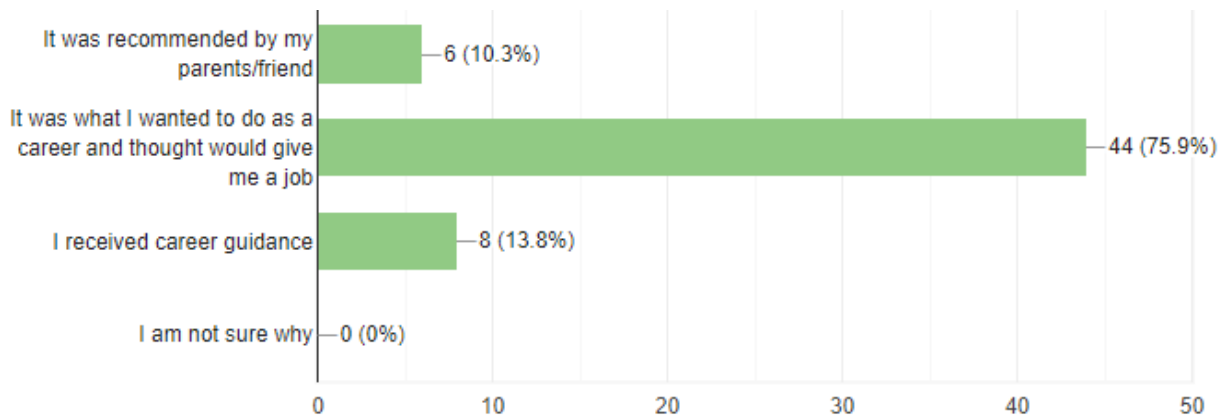


Figure 8: Responses on how different trainees selected their courses

#### 4.4 Length of courses taken by trainees

Largely (89.7%) of the courses offered in VTCs go beyond 12 months' period followed by (8.6%) of the courses which were being taken between 6-12 months while a meager (1.7%) of the courses were being offered for three to six months. Further probing was done to ascertain other areas of soft skills being trained in the respective VTCs that were being targeted by the assessment. The result from the interviews showed that (74%) of the trainees were being trained on communication skills. This was followed by time management skills at (43.1%) of the trainees who confirmed by the respondents. The least represented soft skills was work ethics

which had (10.3%) of the trainees. The *figure 9* below has a representation of the various soft skills by their levels of scores.

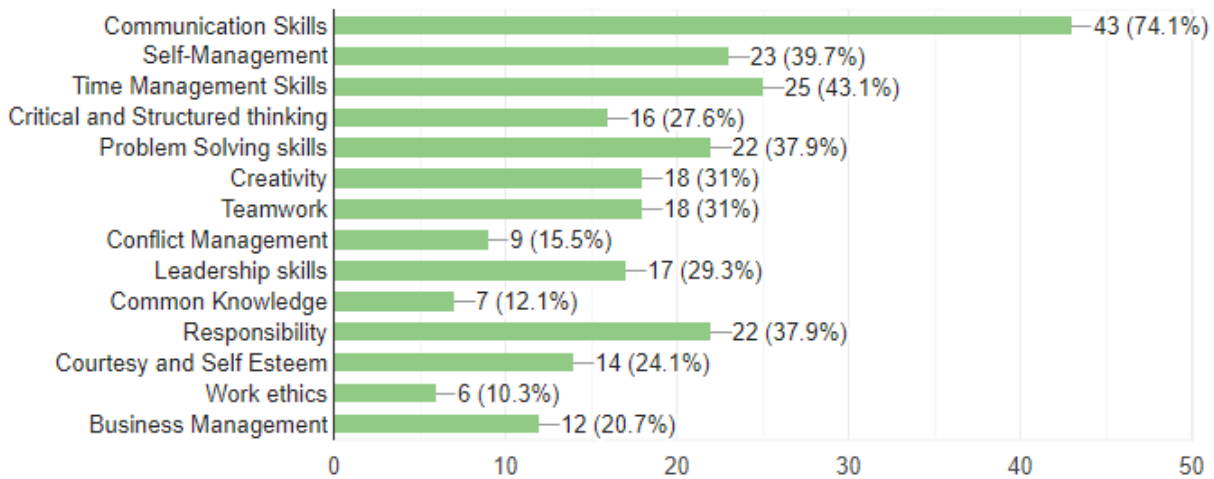


Figure 9: Response courses trained at the VTCs

#### 4.5 Need for more soft skills to be introduced

Among the respondents interviewed, (59.3%) felt that it was necessary to introduce more soft skills units in their training curriculum while (40.7%) of the respondents felt that there was no need of introducing more soft skills since they were contented with the ones currently being taught in their VTCs. On further probing the respondents were asked to propose the soft skills that they felt would add value to the ongoing courses and should be introduced as part of the curriculum. On analysis, result from the VTCs under the rapid assessment scope indicated that a majority of (42.9%) of the respondents proposed that work ethics be introduced. Business management followed at (37.1%) of the respondents, while creativity scored (34.3%). Critical thinking, problem solving and common knowledge respectively rated the lowest at (8.6%) each, which were also the least preferred soft skills for addition in the training curriculum. This confirmed an earlier analysis that showed that work ethics was the least soft skills area trained in VTCs hence had high demand given the opportunity as shown in *figure 10* below:

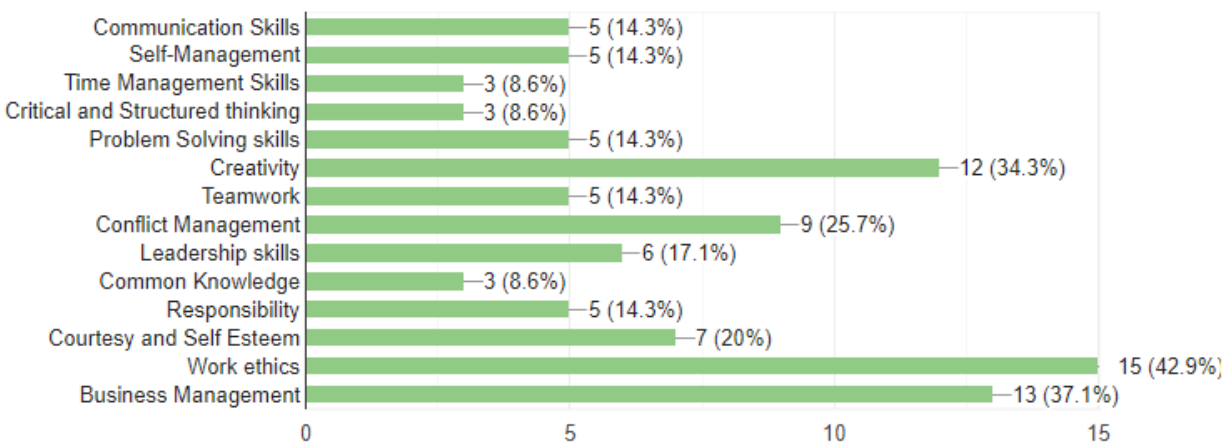


Figure 10: Respondents response on the courses to be considered for inclusion on curriculum

#### 4.6 Rating of *soft skills content* simplicity and understandability

In terms of simplicity and understandability of the soft skills training contents, majority (31%) of the respondents ***strongly disagreed*** that the contents were simple. This was followed by (34%) of the respondents who also ***strongly disagreed*** that the contents were understandable respectively while a minority of below (5%) of the respondent were of the contrary opinion that the contents were not simple and understandable as shown in *figure 11* below:

(5-Strongly agree, 4-Agree, 3-Neutral, 2-Disagree 1-Strongly disagree)

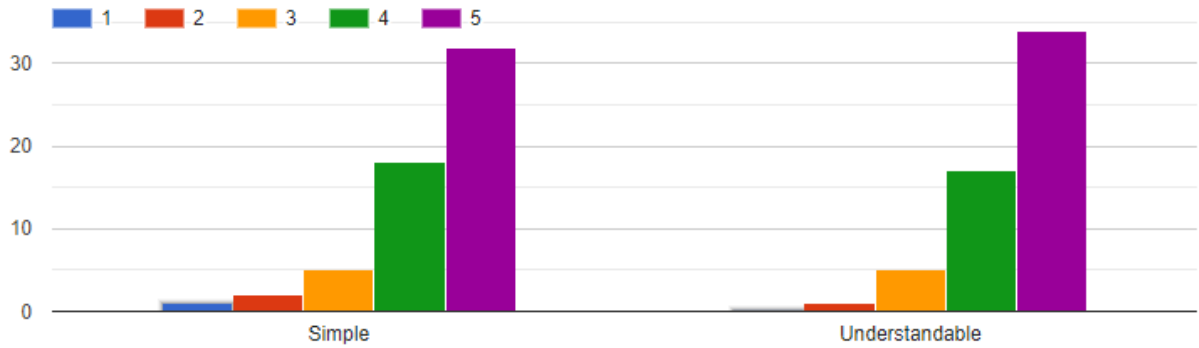
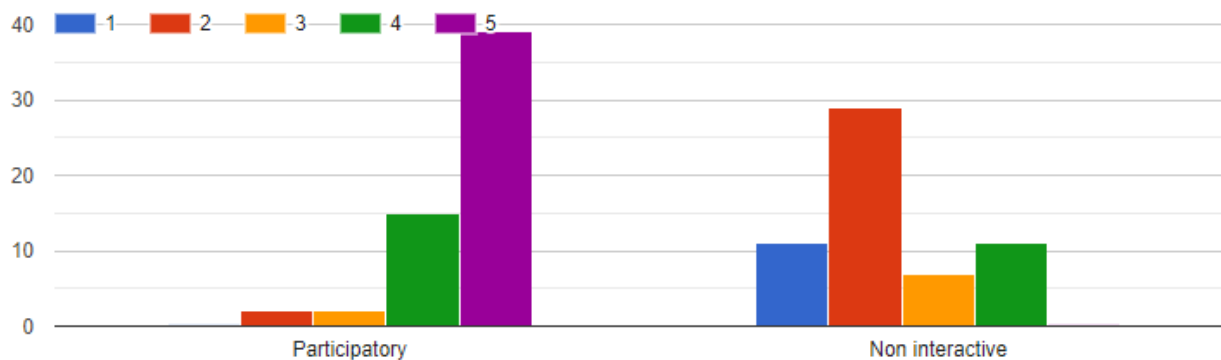


Figure 11: Respondents response on soft skills content simplicity and understanding

However, result on whether the soft skills trainings were participatory or none interactive indicated that the minority (2%) of the trainees interviewed **disagreed** that the content delivery was participatory, while majority (37%) of the respondents **strongly agreed** that the soft skills trainings were participatory. On the other hand, trainees were asked to give their views on whether they felt the soft skills trainings were interactive. Result from the assessment indicated that majority (39%) of the respondents **disagreed** that the soft skills trainings were interactive while a paltry of (6%) of the respondents were neutral with a smaller percentage of (11%) of the respondents **strongly disagreeing** and **agreeing** respectively as shown in the *figure 12* below:

**Soft skills content delivery (5-Strongly agree, 4-Agree, 3-Neutral, 2-Disagree 1-Strongly disagree)**



*Figure 12: Respondents response on delivery of soft skills courses.*

#### 4.7 Courses offered by VTCs and timelines.

This rapid assessment also documented various courses offered by different VTCs where the interviews were held. The results from the assessment showed that the courses offered by VTC differed and were taking a minimum of nine months and a maximum 3 years with internship of 3 months to be completed. Further findings indicated that Katito and Ahero are the two public VTCs offering more courses as compared to other public VTCs, while Karateng VTC is the least in the courses being offered. Among the private VTCs, YMCA was found to be offering more courses, standing at 8 in number as compared to KUAP which had only 6 courses available for its trainees as shown in the *table 4* below:

Table 4: Distribution of courses offered by VTCs and their timelines

Sub-County & VTCs	Duration (Years)	Courses													
		Electrical wiring & installation	Motor Vehicle Mechanics	Fashion Design & Garment Making	Hair dressing & beauty therapy	Food & beverage	ICT	Plumbing	Carpentry and joinery	Fine Arts	Building Technology / Masonry	Welding & Fabrication	Agriculture & Agribusiness	Metal work processing / Pane beating	Spraying & Painting
<b>Kisumu</b>															
YMCA	Minimum	9 months	9 months	9 months	9 months	9 months	3 months	9 months	9 months						
	Maximum	2 years	2 years	2 years	2 years	2 years	-	2 years	2 years						
	Intern	3 months	3 months	3 months	3 months	3 months	-	3 months	3 months						
KUAP	Minimum			9 months	9 months	9 months	3 months			3 years	9 months				
	Maximum			2 years	2 years	2 years	-			3 years	2 years				
	Intern			3 months	3 months	3 months	-			3 years	3 months				
Akado	Minimum	9 months	9 months	9 months	9 months	9 months	3 months	9 months			9 months				
	Maximum	2 years	2 years	2 years	2 years	2 years	-	2 years			2 years				
	Intern	3 months	3 months	3 months	3 months	3 months	-	3 months			3 months				
Rotary	Minimum	9 months	9 months	9 months					9 months		9 months				
	Maximum	2 years	2 years	2 years					2 years		2 years				
	Intern	3 months	3 months	3 months					3 months		3 months				
<b>Nyando</b>															
Katito	Minimum	2 years	2 years	2 years	2 years	2 years	2 years				2 years	2 years	2 years	2 years	2 years
	Maximum	3 years	3 years	3 years	3 years	3 years	3 years				3 years	3 years	3 years	3 years	3 years
	Intern	3 months	3 months	3 months	3 months	3 months	3 months				3 months	3 months	3 months	3 months	3 months
Ahero	Minimum	2 years	2 years	2 years		2 years	2 years	2 years	2 years		2 years	2 years	2 years		
	Maximum	3 years	3 years	3 years		3 years	3 years	3 years	3 years		3 years	3 years	3 years		
	Intern	3 months	3 months	3 months		3 months	3 months	3 months	3 months		3 months	3 months	3 months		
Nyang'oma	Minimum	2 years	2 years	2 years	2 years						2 years				
	Maximum	3 years	3 years	3 years	3 years						3 years				
	Intern	3 months	3 months	3 months	3 months						3 months				
Kigoche	Minimum	2 years		2 years	2 years						2 years				
	Maximum	3 years		3 years	3 years						3 years				
	Intern	3 months		3 months	3 months						3 months				
<b>Seme</b>															
Karateng'	Minimum			2 years	2 years						2 years				
	Maximum			3-4 years	3-4 years						3-4 years				
	Intern			-	-						-				
Kitambo	Minimum	2 years		2 years	2 years	2 years	2 years				2 years				
	Maximum	3 years		3 years	3 years	3 years	3 years				3 years				
	Intern	3 months		3 months	3 months	3 months	3 months				3 months				
Chwa	Minimum			2 years	2 years		2 years				2 years				
	Maximum			3-4 years	3-4 years		3-4 years				3-4 years				
	Intern			-	-		-				-				



#### 4.7.1 Three months courses curriculum

Across the eleven VTCs, the assessment confirmed that formerly, there are no curriculums design and approved by Curriculum Development, Assessment and Certification Council (CDACC) that can be delivered within a period of three months. However, due to market demands, a number of VTCs have modified the curriculum contents to suit such dire demands for trainees who might only be interested to take up specific components within a wider scope of particular courses area to enable them earn livelihoods. The findings further identified components of mainstream courses which could be trained within 3 months, these included;

1. Building and Construction (floor tiling, plumbing, wall and floor plastering, painting works, gypsum ceiling)
2. Garment making (embroidery, overlocking, knitting)
3. Hair dressing and beauty therapy (massaging, hair braiding, barbering (Kinyozi) and facial treatment)
4. Catering and Hospitality (food service, housekeeping and accommodation, cake making and pastry)
5. ICT (single packages in Ms. Word, Excel, Power point, Access, Corel Draw)
4. Carpentry and Joinery (sofa set framing, furniture painting)
5. Motor Vehicle Mechanics (driving, spray painting, tire repair and mending, vehicle upholstery and vehicle riveting)

In response to whether there were courses, which can be delivered within three months, it was confirmed that a number of VTCs within the scope of assessment, particularly the privately owned ones confirmed that there are those short courses which can be mainstreamed within the curriculum. For instance, YMCA picked Food and beverage services, pastry, housekeeping and accommodation studies as some of the short courses, which they can fully deliver within three months without necessarily being prolonged.

However, according to YMCA, it is also possible for courses that take nine months to be redesigned under hastened programs and be delivered within a three-month period, but under this arrangement, the bigger chunk of theory is heavily reduced to create more time for practical lessons.

In hairdressing and beauty therapy, barbering, massage, braiding, facial treatment, weaving and relaxing can easily be trained with a short period to enable a trainee to start upscaling their livelihoods. The same scenarios are replicated in KUAP that is also a private institution. The situation is rather different in public VTCs where there is a sense of strong adherence to TVET CDACC curriculum, which must be implemented within the approved curriculum guidelines. Even though some public VTCs are able to redesign or hasten courses to fit into a three-month program, their content delivery is still informed by the CDACC curriculum.



The assessment learnt that the short courses particularly suite the demands of external partnership programs where such partners come with targeted mission to support vulnerable youth to economically empower themselves by accessing short term employable skills that can see them start earning a living, almost immediately after completion. Examples of such partners shared during the interviews included Non-Governmental organizations (NGOs), Government programs such as Kenya Commercial Bank (KCB) Youth empowerment program, Kenya Youth Employment and Opportunities Project, among others.

Most courses offered by the government owned VTCs take a minimum of two years to a maximum of three years depending on the examining bodies. The full-length period is attributed to the fact that the institutions in most occasions get students with mix educational backgrounds whereas training them to have a common understanding about the course takes a while before getting onto the gist of the course itself. Almost all courses being offered by Government VTC take minimum of 2 years with exception of ICT, which can be broken into smaller packages that can be offered within a three-month period.

## **5.0 CURRICULUM APPROPRIATENESS FOR THREE MONTHS**

Majority of interviewees opined that the current CDACC curriculum many not appropriately fit into a three-month training curriculum owing to the fact that it is not adapted to be effectively delivered within a modified time frame. There was wider consensus that for the three-month short courses to be delivered, it is important to revise the existing curriculum to enable modification of short-term courses without hitches. As it is, it has been largely at the discretion of the institutions to deliver the condensed three month courses within their own adapted frameworks which might not be uniform across all the VTCs in Kisumu County and beyond

Another important observation is that curriculum could be varied depending on the examining bodies that is National Industrial Training Authority (NITA) and Kenya National Examination Council (KNEC) whose course curriculum, timelines and methodologies of course deliveries are not synonymous. KNEC examined courses start at artisan level through to high grades (Certificate, Diplomas) of learning and must strictly follow their approved curriculum protocols. While NITA only offers government trade test assessments and not a training program that implements a particular curriculum. The trade test is implemented in phases that starts at grade 3, 2 and 1 that takes cumulative total of three years. The two curricula may not be compatible owing to the discrepancies on the nature of their deliveries.

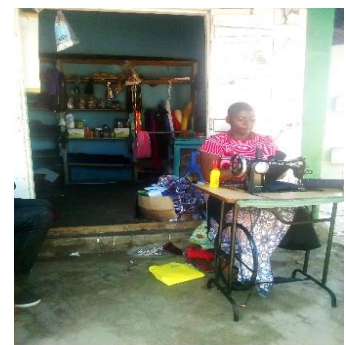
Most VTCs were of consensus that there is need for a curriculum review to facilitate delivery of short employable courses to enable those who are in dire need of livelihood upscaling through the short courses to partake. Evidence from the assessment indicated a strong feeling that short-term courses offered by some VTCs are in-house initiatives and are not part of the wider VTC curriculum, however, it would be more recognizable if they are either included in the mainstream curriculum or a new adapted curriculum be developed to take care of such short term courses.

### **5.1 Why it is challenging to offer some courses within 3 months**

Various reasons were cited, being the major reasons why it is difficult to offer three months courses. The reasons were as follows;

- Electrical installation and electronic technology is a very sensitive area of training and has security and safety concerns that require sufficient time to be properly grasped by trainees, hence short period is not ideal in conducting such a course
- Three months is too short to deliver the courses, particularly to trainees who are starting at lower levels such as below class eight.
- A mixture of students with varied education levels and understanding ranging from primary drop outs to form four leavers get admitted to pursue the same courses, making it difficult to apply similar methodologies in a short course curriculum. Those who joined at lower levels would find it difficult to adapt in scenarios where lessons are hastened.
- The CDACC is strict on curriculum delivery and may not allow for modifications unless an official curriculum review to fit in 3 months' short courses is done and approved by TVET CDACC. Most courses are practical oriented and require prolonged time as stipulated by the examining bodies, that is, KNEC and NITA.

- Some trainees are young mothers with children hence attend to multiple responsibilities that slow their level of concentration, thus requiring longer period to train. The boys also have multiple responsibilities such as attending to animals at home, thus making them irregular in attending the course thus prolonging the entire course work period.
- Delivering 3 months' courses is challenging owing to the fact that the introductory part of the courses which aim at creating a common understanding for trainees from diverse level of education takes almost one month leaving only two months which may not be adequate to deliver any effective course.
- Lack of Personal Protective Equipment (PPEs) to support the hastened training process
- Majority of the short term courses are sponsored by donor partners, however, some of the donor partners abdicate the responsibility of monitoring progress and following up on the sponsored trainees to VTCs, hence resulting into slowed commitment by such beneficiaries
- Some trainees who are supported to take up short courses are not taken through adequate career guidance sessions to choose the right courses. They end up taking up courses which they are not passionate about hence landing in lethargy that result into drop outs before the three months period elapses.
- Inadequate finances for procuring sufficient training materials that can consistently see through the three months packed training schedule without interruption
- Some trainers/Instructors do not have adequate capacities to deliver crashed training packages thus may require capacity enhancements for effective delivery
- There is need for adequate tools and equipment useful for conducting the short courses
- Varied levels of understanding among trainees is an impediments in delivering short courses since slow learners can find it challenging to cope with the lesson momentum squeezed for a 3 months period.
- When trainees are not given start up kits to consistently progress beyond class work in their own spaces, it is easier for them to forget faster as they look for job opportunities in the job market or wait to be employed
- Some trainees exhibit indiscipline and weird characters which negate the efforts put by trainers while delivering the short courses.
- A number of training institutions are understaffed, thereby making it difficult to effectively deliver the short courses since the trainers are the once who deliver lessons for long courses training curriculum.
- Some partners/sponsors who financially support trainees only take components such as tuition fee, leaving the parents/guardians with heavy burden which they cannot meet within a short period of time. This leads to late fulfilment of parental obligations such as exam fees, boarding fees and training materials hence truancy among trainees that may eventually lead to total drop outs.
- Irregular class attendance (absenteeism) by some trainees on short course period arrangements affecting the course plan as the instructors have to spend more time repeating some topics, hence dragging the process backwards.
- In most VTCs, the tools and equipment which are currently being used are of old models which do not align to the current technological advancements, hence leading to production of inadequate



graduates whose levels of knowledge are overtaken by events owing to continuously evolving technological innovations in the real labor market.

## **5.2 Proposed strategies for improving 3 months courses**

During data collection, it was generally noted that offering three months courses could not be a very smooth process for all the VTCs considering the varied dynamics emerging from the various VTCs respondents who were interviewed from the sampled VTCs. Despite the situation, most respondents were however optimistic that given some adjustments in a number of areas, then ultimately offering the three months courses could be realistic and implementable in the VTCs.

There was a common suggestion that with consistent availability of Personal Protective Equipment (PPEs), training kits and materials for trainees undertaking modified or crashed short courses programs, then this would enhance faster learning devoid of distractions and interruption of lessons. It was also noted that some career guidance is necessary so that trainees opt for a short course which are aligned to their passion and ambition to mitigate incidences such as drop outs. It was also highly encouraged that when considering training for short courses, they should enroll trainees who are potentially at higher level of knowledge or experience such as from form fours, otherwise, those joining from class eight or below should be supported within the framework of the normal full length curriculum to enable them have sufficient time for learning within paces suitable for their capacities

The assessment further noted that it is important to adapt the methodology of training crash program trainings so that it is unique in delivering the three months contents. This could be done through curriculum review, which in majority respondents' opinions was ideal if done with the approval of CDACC for purposes of authenticating the process in order for the trainees to be automatically guaranteed certification at the end of the short courses. It was also suggested widely that if the curriculum was to be reviewed, then it is important to mainstream soft skills to enhance the quality of graduates who can easily fit and survive in the competitive labor market.

It emerged in a number of VTCs that in the event of a curriculum review, the participation of multi-sectoral stakeholders was important since there are diversified opinions and issues that come from across different scopes. These stakeholders could include and not limited to Ministry of Education in charge of vocational training at national and County levels, VTC Board of management, Center Managers, the Instructors, trainees who are both continuing and graduated, Master Artisans, employers, parents/guardians, Civil society organizations(CSOs), private sectors, among others.

## **5.3 Role of Pamoja for Transformation in improving quality of short courses**

The process went a long way to seek the opinions of the respondents on the role of Pamoja for Transformation's contribution in improving the quality of short courses. A number of suggestions were compiled and documented which concurred that Pamoja for Transformation should;

- Support mentorship sessions for trainees that they are likely to support to access short courses
- Facilitate career guidance to their potential beneficiaries.
- Follow up with the beneficiary trainees to closely monitor progress and address challenges instantaneously
- Initiate motivational packages to trainee within the three months schedule
- Support trainees through linkage to internship opportunities after completing their three months short courses

- Provide full and holistic support to trainees instead of taking up small components that leave parents/guardians with heavy burdens to accomplish.
- Mobilize resources to acquire complete start up kits to the trainees who want to start their own business so that they immediately swing to business upon completion of their course work
- Pamoja should support convening of sessions that bring together VTCs and employers/Master Artisans to create a strong interface that would strengthen trainees' access to internships and employment opportunities upon completion of their courses
- Beneficiary trainees should be supported to access basic auxiliary skills within the mainstream courses. Such could be like driving skills for trainees undertaking motor vehicle mechanics, among others.
- Support cross learning exchange programs to enhanced trainees' exposure and acquire new skills from their peers for high quality performance.
- Support acquisition of training materials to enable quality and consistency in delivering the lessons.
- Lobby with the relevant government authorities to influence posting of more instructors who can effectively support in delivering the short term courses
- Lobby with the appropriate agencies for curriculum review to incorporate the short term courses within the mainstream curriculum.

## 6.0 MASTER ARTISANS (MA) AND EMPLOYERS

### 6.1 Readiness to work with interns

During the rapid assessment process, a total of 30 (22 male and 8 female) Master Artisans were interviewed in different skilled trade areas. Further disaggregated, Kisumu (4 female and 6 male) Nyando (1 female and 9 male) and Seme (3 female and 7 male) were interviewed. All the respondents (100%) confirmed that they were willing to take interns if given the opportunity. A summary table detailing the Master Artisans interviewed their areas of skilled trades, gender disaggregation and willingness to provide learning opportunities to interns and their phone contacts is annexed in this report (*see section 9.1*).

### 6.2 Access to interns by master artisans

The assessment established that the Master Artisans who were already hosting interns from various Colleges were accessing the interns through varied means. These included:

- Direct referral from Vocational Training Centers
- Referrals by clients and friends
- Registration with a network of Master Artisan trainers
- Trainees' personal contact visits to seek for internship opportunities
- Through parents/guardians who seek for internship on behalf of their children

It was further noted that most of the students received by Master Artisans come by themselves, through their parents and through their instructors. On arrival, they are all required to show letters from their respective Colleges as verification that they have been allowed to proceed for internship. During the year, a Master Artisan Mr. Abwao had offered internship opportunities to 18 interns from different Vocational Training Colleges, of which 9 were from Lung'a Vocational Training Centre, 6 were from Nyabera and 3 from Sabako. The majority of the students came by themselves to seek internship opportunities; instructors referred few from their respective Colleges while others were brought by their parents



.Mr. Boaz Omondi who is an entrepreneur owning Bonny Photo Shop at Holo Market, Seme Sub-County where he does internet, printing and typesetting services alongside training students from different colleges on computer skills. Boaz started the business in the year 2004 and has had opportunity to train interns from different Colleges and Universities. In the initial quarters of 2021, Boaz received 7 intern students from NITA and Kisumu Polytechnic through Kenya Youth Employment and Opportunity Project (KYEOP). He also got some students from Maseno University and JOOUST who went to acquire computer skills on their own.



Martha Adhiambo who owns a hairdressing and beauty therapy business in Kombewa Market started her business in the year 2017. Since then, Martha has worked with approximately 7 students and this year she received 1 intern student from a College in Bondo who was brought by her guardian for one month internship period. The majority of students she has received are apprentices who are being brought by their relatives for training on hairdressing and beauty therapy directly from home. The stories cut across the various sub-counties where the Master Artisan were met and interviewed

### **6.3 Why some Master Artisan have not been able to work with interns.**

As much as all the Master Artisans met were willing to absorb interns, some of them had not had experience in working with them though. They cited various reasons why they have not been able to work with the interns. These reasons included;

- There is lack of knowledge among some Master Artisans on how to access interns for internship.
- Some Master Artisans make attempts to get the interns but have not succeeded since the interns look down upon the Artisans' work making it challenging to train them effectively.
- To get the interns from VTCs is a process which is tedious and demanding. For the few ones trained by Master Artisans in the past have attitude and despise work hence are not easily trainable.
- Some Master Artisans lack special skills which could enable them effectively work with interns.
- The reason why Master Artisans don't get interns from the VTCs is due to poor past relationship they had with the VTCs. Processes are tedious and long.
- Some Master Artisans don't understand how to get reach of the interns.

#### **6.3.1 Trainability of interns by master artisans**

In examining trainability of the interns, there was wide consensus that some interns are easy to train while others were not easy to train. They shared their varied experiences that justified their assertions of either easy or not easy to train the interns. These reasons are described as follows;

#### **6.3.2 Why interns are easy to train**

- Those with good characters and positive attitudes towards the courses are very easy to train
- Interns with some level of classroom understanding, especially those from form four are quite easy to train
- Passion based on an individual trainee/intern makes trainees easy to train
- Those who are easily trainable come from good VTCs where they go through serious practical orientations and trainings.

- Motivated interns develop strong passion for what they are doing. These motivations could be like some small pocket money of appreciation for good job done motivates trainees to work hard and easily trainable.
- Quality of curriculum in VTCs contribute to quality trainees who find it easy to adapt in the real job environment.
- Some interns are easy to train because they have already been introduced to most things such as tools and vehicle parts but only lack practical skills to understand how to work on different vehicle models.

### 6.3.3 Why some interns are not easy to train

- Lack of passion by interns on the courses they are pursuing
- Fear and uncertainty by interns in the real job environment
- Lack of proper orientation/career guidance for interns in VTCs
- Misplaced career choices by trainees making them not being sure of the courses they have chosen, thus not demonstrating absolute commitment towards the same.
- Impatience by trainees to earn money at the expense of acquiring knowledge.
- Some practical work require a lot of physical energy, thus scaring some interns who are exposed to real work situation.
- Social background challenges and psychosocial issues impact negatively on intern's trainability. Such could be poverty weighing down the trainees focus to deliver on the training areas.
- Lack of work ethics by trainees
- Doing actual measurement and patterns is a challenge to VTC interns. They only know the machine components.
- Low self-esteem among trainees effect their performance in real job environment.
- Absenteeism by trainees affect consistency in their training programs
- NGOs sponsor interns for a period of 3-6 months which is not sufficient for them to be trainable in the real job environment save for very fast learning interns
- Personality challenges among interns such as negative attitude about colleague and clients at work place.
- Interns who think that they are clever, know everything and cannot be corrected even when they do mistakes find it difficult to cope during internship
- Interns who steal clients' belongings get chased away and cannot be trained by Master Artisans

#### 6.3.4 Training gaps observed by the master artisans

During the periods that the interns take with Master Artisans, a number of observations are made that reveal the gaps in the capacities of the interns that weigh down their performance in real work situations. The Master Artisans accurately observed that the VTCs take learners who transit from both class eight and form four levels of education. This makes them have varied levels of understanding despite pursuing same courses. Those who join from low levels of education underperform due to their academic backgrounds. The mixing creates fear and inferiority complex among those who joined at lower level grades.

The Master Artisans noted that VTCs are more focused on theoretical contents with very minimal focus on practical aspects as evident by the performance by the trainees during internships. In the event where practical lessons are offered, then they don't respond to the continuously evolving technologies in the real job market, thus forcing the interns to struggle in understanding the new concepts in the labor market which are not taught in the VTCs.



*“A trainee undertaking MVM in a VTC can hardly perform routine service to a new model motor vehicle, cant remove and replace plugs, filters, and does not know where the sump guard is located” Paul Othim – MVM Master Artisan and trainer in Kisumu Center Jua-Kali*

There is weak interface between VTCs and Master Artisans. They need to closely work in collaboration so that they have a common understanding on how to address issues affecting training both at VTC and internship levels.

There is evidence of ICT skills deficiency among trainees from VTCs, thereby rendering them inadequate to perform particular duties that are basic within their training packages. This is much pronounced in the catering and hospitality where hotel service provision is more dependent on programed computer software such as Material control, Opera, Hotel Plus, among others. Some interns may have very basic level of understanding that require sharpening before they join the job spaces for successful internship.

There is glaring gap among interns on soft skills, making them to be incapable to resolve simple social challenges which cause barriers in their learning processes during internship. Such soft skills encompass communication skills, self-awareness, empathy, dealing with stress, interpersonal relations, decision making, and leadership, among others.



A master Artisan from Seme sub-county noted that the biggest challenge facing interns who have been attached



at Kolokolo Gaurage is lack of confidence and self-respect in their work. This has been a constraint on their ability to handle clients on different aspects, while some do not observe reporting and departure time. He argued that in college there is no customers to be met, hence the students only interact with their instructors thus denying them opportunities to meet with different types of customers such as those difficult, know all, adamant and those not willing to pay. He also observed that most interns lack self-management in terms of handling any motivational stipend given to them by their trainers. Once motivated, they disappear for a number of days without reporting to the workshop and when they report back they appear very shaggy and confused. Although most of the students who come for internship come with some little soft skills which are basically theoretical, they still lack a lot of practical know how on the practical application of soft-skills

as well as mechanical tricks which may enable them to acquire gainful employment or start their businesses.

Some Master Artisans shared that the interns have a lot of life skills challenges which if not effectively addressed may restrict their future growth in terms of gaining employment or starting their own businesses. There was a common suggestion by many Master Artisans that VTCs should blend their training with some of the soft skills such as communication, entrepreneurship, business management as well as self-management. They severally noted that the design of most things have changed and therefore the current VTCs curriculum should be aligned to modern technological designs and tools. It was noted that most interns have skills which are still based on old concepts which are no-longer relevant in the current job markets.

### **6.3.5 How the gaps hindering interns trainings can be addressed**

The Master Artisans suggested array of actions which should be implemented by the relevant stakeholders to address the training gaps evident during internships. The suggestion included;

- Trainees should be groomed and mentored towards creating their own employment opportunities so that they aspire to be future employers rather than being employees
- VTCs can establish spaces where actual work is done to customers to enable the trainees to interact with practical skills as frequently as possible before moving for internship and subsequent job spaces.
- Trainees on internships who show good performance should be given incentives by their trainers to motivate and encourage them while performing their tasks.
- Not all Master Artisans are good trainers. Some are alleged to be bullying trainees, involved in rights violations, Gender Based Violence (GBV), criminal records. It is therefore important for proper vetting/due diligence of trainers to be done before they are certified and entrusted with handling interns.

- Encourage the trainees to professionally interact with clients so that they learn how to handle them. This should happen under close guidance by Master Artisans so that the relationships are guarded within the confines of customer service provider level.
- VTCs should focus on both theory and practical on equal measure, hence need for curriculum review for such adjustments and adaptations.

## 7.0 SOFT SKILLS

One core area of the assessment process was to ascertain to what extent the sampled VTCs were incorporating the soft skills in their training deliveries. It was encouraging to note that all the eleven VTCs were offering soft skills contents, though on a varied scales and designs.

The table below highlights specific areas of soft skills offered in each and every TVC that participated in the rapid assessment exercise. It also captures proposed additional skills per VTCs and possible soft skills gaps in terms of delivery, content and methodology

### 7.1 Current, proposed soft skills areas and soft skills identified gaps

VTC	Soft skills offered	Proposed additional skills	Evident gaps
<b>YMCA</b>	<ol style="list-style-type: none"> <li>1. Entrepreneurship.</li> <li>2. Life skills.</li> <li>3. ICT</li> <li>4. Leadership</li> <li>5. Communication skills</li> <li>6. Sexual and Reproductive Health</li> </ol>	<ol style="list-style-type: none"> <li>1. Conflict resolution</li> <li>2. Mental health/ wellness</li> </ol>	<ol style="list-style-type: none"> <li>i. Soft skills courses taken in VTCs are disjointed and don't follow one form of curriculum across board.</li> <li>ii. Soft skills are not generally examined by NITA, relegating it into an afterthought content whose delivery is not of an immediate priority.</li> <li>iii. VTCs tend to assume that Life skills cover all aspects of soft skills and therefore assume that taking it beyond life skills is not meaningful.</li> <li>iv. The delivery methodology of soft skills is varied, with some outsourcing for experts on intermittent basis, while some struggling to deliver through their Instructors even if those Instructors are not qualified in the soft skills areas.</li> </ol>
<b>KUAP</b>	<ol style="list-style-type: none"> <li>1. Communication skills</li> <li>2. Entrepreneurship</li> <li>3. ICT</li> <li>4. Life skills</li> <li>5. Personality</li> <li>6. Decision making</li> </ol>	<ol style="list-style-type: none"> <li>1. Safety measures</li> <li>2. Financial literacy</li> </ol>	
<b>Kisumu Rotary</b>	<ol style="list-style-type: none"> <li>1. Entrepreneurship</li> <li>2. Mathematics</li> </ol>	Non	
Akado	<ol style="list-style-type: none"> <li>1. Entrepreneurship.</li> <li>2. Life skills.</li> <li>3. Communication skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Leadership skills</li> <li>2. Guidance skills</li> <li>3. Mentorship</li> </ol>	
Nyang'oma	<ol style="list-style-type: none"> <li>1. Communication skills</li> <li>2. Entrepreneurship</li> </ol>	<ol style="list-style-type: none"> <li>1. Life skills</li> <li>2. Leadership</li> </ol>	
Ahero	<ol style="list-style-type: none"> <li>1. Communication skills</li> <li>2. Leadership skills</li> <li>3. Decision making</li> <li>4. Creative and critical thinking</li> </ol>	<ul style="list-style-type: none"> <li>• Stress and stress management</li> <li>• Interpersonal relationship</li> <li>• Self-awareness</li> <li>• Negotiation skills</li> </ul>	
Kigoche	<ol style="list-style-type: none"> <li>1. Communication skills</li> </ol>	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Life Skills</li> <li>• Counseling</li> </ul>	
Katito	<ul style="list-style-type: none"> <li>• Life skills</li> <li>• Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Leadership</li> </ul>	

		<ul style="list-style-type: none"> <li>• Stress management</li> </ul>	
<b>Karateng</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Life skills</li> <li>• Entrepreneurship skills</li> <li>• Communication skills</li> <li>• Computer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Computer skills</li> </ul>	
<b>Chwa</b>	Life skills Entrepreneurship	<ul style="list-style-type: none"> <li>• Entrepreneurship skills</li> <li>• Court ship and marriage</li> <li>• Stress management</li> <li>• Time management</li> <li>• HIV &amp; AIDs</li> <li>• Courtship and marriage</li> <li>• Parenting</li> <li>• Friendship</li> </ul>	
<b>Kitambo</b>	Life skills	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• ICT/ computer</li> <li>• Mental health</li> </ul>	

## 7.2 Relevance of soft skills in VTC training

The following points were shared as the major reasons why mainstreaming soft skills in the trainings are core and indispensable for effective and quality training delivery by the VTCs.

1. Soft skills knowledge help trainees to fit in the job market and effectively address cross cutting challenges that come as a result of the job market dynamics.
2. In order to start up own business and manage it well, knowledge on soft skills areas such as entrepreneurship, communication skills, financial literacy among other are very strong foundations and successful start off.
3. Information and Communication Technology (ICT) has become a basic area of skill that without which, it is very difficult to survive within a market environment since doing business through e-commerce has become a norm. This is even more handy with emergence of other challenges such as Covid-19 that require very minimal personal interactions
4. Business is about creating image and good branding which is only easy to achieve by someone who has knowledge on basic marketing skills, public relations and communications skills acquired through a soft skills training package.



5. Basic knowledge in mathematics is very crucial for trainees since most practical pieces of work involve measurements and calculations. These may include measuring the sizes of clothes for making garments, measuring sizes and lengths of pieces of wood, among others
6. Proper record keeping, particularly book keeping is essential for a good business management practice hence training on financial literacy and record keeping is important for trainees who are interested in starting their own business enterprises
7. The softs skills trainings enhances the ability of the trainees to effectively relate with people in terms of communication, self-management, discipline and would be able to be employed or initiate their own businesses after dispatch with a lot of ease.
8. The soft-skills prepare the trainees to get skills which help them be competitive and easily absorbed by employers owing to the fact that they already having cutting edge above their peers in the same cohorts/sectors
9. Soft-skills help learners to develop ability to communicate effectively not only with their fellow students but also with the clients thus enhancing the learners' capacities not only on behavioral aspects but also to become decent and role model employees.
10. Soft skills are important in building confidence of the trainees and enable them to be self-reliant, embrace team work and be in a position to make decisions that would lead them to gain potential job opportunities.

### **7.3 Why trainees need soft skills trainings in their curriculum**

During the FGD discussion sessions, the trainees expressed the need for mainstreaming and strengthening life skills in their curriculum. Various reasons why they had strong feelings of mainstreaming soft skills in the curriculum were captured during the interviews as listed overleaf;

- Life skills help them learn business languages.
- Communication skills is useful in building customer relations.
- Problem solving skills is useful in resolving conflicts encountered during work.
- Entrepreneurship skills helps the trainees to start and manage their own businesses
- Work ethics and etiquette are virtues necessary in building a strong business foundation and brand
- Marketing skills are very useful in building a strong customer base and catchment for personal businesses or in spaces of employment

## 8.0 CONCLUSIONS AND RECOMMENDATIONS

### 8.1 Conclusion

In our conclusion, Breinscope Consultants Limited (BCL) asserts that the rapid assessment exercise was such an endeavor worth undertaking by Pamoja for Transformation Trust. The findings documented in this report present very factual and critical scenarios within the Vocational Training environment and the wider labor market worth learning from and emulating. The contents of the report exhibit critical reflections that provide an opportunity to Pamoja for Transformation Trust to address areas that portend gaps in the process of executing *Skills for Jobs* Project in partnership with other stakeholders.

The report provides wide scope references point necessary for both current and future quality program designs and improvements in implementing youth economic empowerment programs using upskilling through CMI (Create, Match, and Improve) approach that has been adopted by Pamoja for Transformation Trust in facilitating youth access to life chances, economic empowerment and livelihoods in Kisumu County. Appropriate application of this report's recommendations will definitely catapult Pamoja for Transformation Trust to greater heights in youth economic empowerment programing both in the short and long term projections.

Finally, it is Breinscope consultants' considered opinion and expert advice that this report is critical in informing Pamoja for Transformation's strategic direction and can be used as a reference in anchoring the economic empowerment pillar for the youth economic empowerment through a review process of the current strategic plan or alternatively developing new strategy that holistically embeds youth employability through upskilling as a long term development area of focus by Pamoja for Transformation Trust.

### 8.2 Recommendations

The contents of this report allude to several potentials areas of recommendations and suggestions useful for guiding Pamoja in making critical decisions and taking actions necessary for improving quality of programme delivery that can strongly support access to employable skills among the youth within a short period of time. In our further expert opinion, informed by the analysis of the findings from the rapid assessments, we provide our consolidated recommendations as listed;

1. Pamoja should adopt vibrant and innovative advocacy strategies that can effectively influence curriculum review and/or adaptations by the relevant authorities to facilitate mainstreaming of more soft skills areas and short term employable courses ideal for vulnerable youth who need immediate livelihood mitigations.
2. Pamoja should work towards strengthening the interface between the potential employers, Master Artisans and the Vocational Training Centers to facilitate seamless transition of their beneficiaries to navigate smoothly from course work to internship through to waged or self-employment
3. In order to replicate the concept of short term employable courses, Pamoja should work very closely with the national and county government departments in charge of vocational trainings to galvanize support that will enable them to roll out short term courses within the government owned VTCs in Kisumu County. This should also go a long way in influencing staffing needs of such institutions, some which are evidently understaffed.
4. It is important for Pamoja for Transformation Trust to initiate and adopt multi-stakeholder approaches that will hasten the popularity and adoption of the concept of short period employable courses necessary in addressing both practical and strategic economic needs by the vulnerable youth who may not have the opportunities or sufficient resources at their disposal to afford long terms programed courses within the formal learning pathways, however, Breinscope Consultants Limited has documented overall recommendations to Pamoja for Transformation Trust based on our expert

analytical skills which are in the best interest of the project implementation towards desired outputs, outcomes and eventually impact.

5. The VTC's targeted by the project do not offer green economy courses, in the entire region only Katito VTC had a greenhouse constructed within their compound but was falling apart due to lack of technical support from the current teachers.

Breinscope Consultants Limited therefore recommends as follows;

1. Pamoja should adopt vibrant and innovative advocacy strategies that can effectively influence curriculum review and/or adaptations by the relevant authorities to facilitate mainstreaming of more soft skills areas and short term employable courses ideal for vulnerable youth who need immediate livelihood mitigations.
2. Pamoja should work towards strengthening the interface between the potential employers, Master Artisans and the Vocational Training Centers to facilitate seamless transition of their beneficiaries to navigate smoothly from course work to internship through to waged or self-employment
3. In order to replicate the concept of short term employable courses, Pamoja should work very closely with the national and county government departments in charge of vocational trainings to galvanize support that will enable them to roll out short term courses within the government owned VTCs in Kisumu County. This should also go along way on influencing staffing needs of such institutions since some of them are evidently understaffed.
4. It is important for Pamoja for Transformation Trust to initiate and adopt multi-stakeholder approaches that will hasten the popularization and adoption of the concept of short period employable courses necessary in addressing both practical and strategic economic needs by the vulnerable youth who may not have the opportunities or sufficient resources at their disposal to afford long term programed courses within the formal learning pathways and frameworks.
5. There is need for the stakeholders and VTCs within Kisumu County, to offer green economy technologies, such as promotion of greenhouses, shade nets, briquettes, and bio digesters. These courses can take a short-term but would be viable technologies to empower students within the rural setups.



## 9.0 ANNEXES



### 9.1 Annex 1: List of Master Artisans and contacts

Mapping grid of master artisans						
Kisumu						
No.	Name	Gender	Age range (yrs)	Business type	Location	Phone contact
1.	Paul Othim	Male	46-65	Motor Vehicle	Kisumu Centre Juakali	0724463566
2.	David Onyango	Male	18-35	Plumbing	Nyamasaria - Kisumu	0741576812
3.	Carren Adhiambo	Female	46-65	Tailoring & dress making	Kisumu Bus Park	0721835863
4.	Maurice Omondi	Male	36 -45	Tailoring & dress making	K-City Business Park - Kisumu	0726702894
5.	Emilly Odhiambo	Female	46-65	Hair dressing	Mega City Mall - Kisumu	0790904754
6.	Paul Oduor	Male	36-45	Welding & Fabriaction	Kibos – Kisumu	0721325575
7.	James Omondi	Male	46-65	Electrical wiring	Nyalenda – Kisumu	0707429771
8.	Betarice Achieng	Female	36-45	Hair dressing	K-City Business Park - Kisumu	0726726543
9.	Elizabeth Akinyi	Female	18-35	Beauty Therapy	K-City Business Park - Kisumu	0720556684
10.	Godffrey Otieno	Male	45-65	Hospitality	Milimani - Kisumu	0703190928
SEME Sub-County Master Artisans						
1.	Dickson Odhiambo Oguma	Male	46-65	Wood work / Joinery	Koguma Joinery - Holo Market	0797-272847
2.	Abwawo Anyango	Male	46-65	Motor Vehicle Mechanic	Kolokolo Gurage – Holo Market	0721-653219
3.	Daniel Owich	Male	45-65	Welding	De-lear – Holo Market	0735-630172
4.	William Ochieng	Male	36-45	Cobbler/Shoe Repair	Kamama Soko – Holo Market	0710-278265
5.	Boaz Omondi Amunga	Male	36-45	ICT	Bonny Photo Shop – Holo Market	0703-636402
6.	Martha Adhiambo	Female	18-35	Hairdressing and Beauty therapy	Martha Saloon – Kombewa Market	0748-168732
7.	Rose Abwaji	Female	36-45	Tailoring & dress Making	Kenya Kisumu Tailoring – Kombewa Market	0726-551997
8.	Elisha Odongo Awallo	Male	46-65	Plumbing	Kombewa Market	0729-973237
9.	Samson Oketch	Male	18-35	Electrical Wiring	Kombewa Market	0723-177938
10.	Monica Akoth Obongo	Female	46-65	Tailoring & dress Making	Fashion Roma – Kombewa Market	0729-078001
Ahero, Katito and Awasi						
11.	David Omondi Nunda	Male	18-35	Capentry and Joinery	Ahero along, Ksm-Nrb road	0719585126















12.	Paul Onyango	Male	35 and above	Welding and fabrication	Ahero along, Ksm-Nrb road	-
13.	Samwel Owiti	Male	35 and above	Welding and fabrication	Ahero along, Ksm-Nrb road	0724423378
14.	Pascal Ngesa oyare	Male	45-50 yrs	Mechanic	Awasi	0745530938
15.	Kevin Omondi Onyango	Male	21-35yrs	Electrical wiring	Awasi	0716615349
16.	Kevin Odhiambo Onyango	Male	18-35	Motorcycle repair & maintenance	Katito – sondu road	0735478973
17.	George Odhiambo Mbuya	Male	35-40	Motorcycle repair & maintenance	Katito – Sondu road	0738181821
18.	Kevin Otieno Dudi	Male	35-40	Motorcycle repair & maintenance	Katito – Kendu Bay road	0704055933
19.	Moses Ariwi	Male	18-35	Mechanic	Katito – Kendu Bay road	0729147216
20.	Mary Atieno	Female	18-35	Mechanic	Katito – Kendu Bay road	0787245580

9.2 Annex 2: List of FGD participants


YMCA VTC


BREINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST  
 RAPID ASSESSMENT - KISUMU COUNTY  
 LIST OF FGD PARTICIPANTS  
 Date: 29/9/2023  
 VTC: YMCA

NO	NAME	VTC	COURSE	SIGN
1	SIMON TETEN	YMCA	motor vehicle mechanics	
2	KENNEDY Otieno	YMCA	ELECTRICAL	
3	CYLAS ALUSI	YMCA	Motor Vehicle Mechanical	
4	BRANUEL ODOR	YMCA	M.V.M	
5	CYNTHIA ADANCOGNY	YMCA	TAILORING	
6	FATIA AKINTI	YMCA	HAIR DRESSING	
7	CATHERINE Ochieng	YMCA	HAIR DRESSING	
8	Dorothy Awino	YMCA	DRESSMAKING	
9	BRUCE OCHIENG	YMCA	HAIR DRESSING	
10	JANE NDOU	YMCA	BEAUTY THERAPY	
11	MASANA OLECH	YMCA	ELECTRICAL	
12	JOHN OMUGA	YMCA	MOTOR VEHICLE MECHANIC	
13				



LIST OF FGD PARTICIPANTS

vtc... KUAP

NO	NAME	VTC	COURSE	SIGN
1	Quinton Acheng	KUAP Y	Food and Beverage	
2	Valery Ruth Atland	KUAP	Food and Beverage	
3	Muhammad Ojier	KUAP	Food and Beverage	
4	Emily Awaro	KUAP	Food and Beverage	
5	Pauline Akhond Ochi	KUAP	Food and Beverage	
6	Beralina Acheng	KUAP	Food and Beverage	
7	Vedion Akinyi	KUAP	Food and Beverage	
8	Linda Aoko	KUAP	Food and Beverage	
9	ALICE ADHAMBO	KUAP	Food & Beverage	
10	VIVIAN AWUOR JUMA	KUAP	DRESS MAKING	
11	Peter Nyongesa	KUAP	Art	
12	Abel Denis	KUAP	Art	
13	JOSEPH BILL	KUAP	Art	
14	Ochieng Moses	KUAP	Art	

BREINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST

Date: 16/9/21

RAPID ASSESSMENT - KISUMU COUNTY

LIST OF FGD PARTICIPANTS

VTC: AKADO

NO	NAME	VTC	COURSE	SIGN
1	Wanjiku Othman Ombi	AKADO	Electrical	[Signature]
2	MACE AKADO OCHONDO	AKADO	FOOD AND BEVERAGE	[Signature]
3	Keneth Njiru Mwangi	AKADO	FOOD & BEVERAGE	[Signature]
4	Kirimbua Wangi Njirani	AKADO	Hair dressing & Beauty therapy	[Signature]
5	Wanjiku Boker Ochiengo	AKADO	Hair dressing & Beauty therapy	[Signature]
6	HILLARY ODORO	AKADO	MOTORVEHICLE MECHANIC	[Signature]
7	MAGDO MARTIN	AKADO	MOTORVEHICLE MECHANIC	[Signature]
8	Don Njiru	AKADO	Motor Vehicle Mechanic	[Signature]
9	RAULICA JONTO	AKADO	FASHION AND DESIGN	[Signature]
10	JACINTER ANJANGO	AKADO	GRAPHIC AND DESIGN	[Signature]
11	JACINTER JISE	AKADO	PLUMBING	[Signature]
12	STEPHEN OJIHAMBO	AKADO	PLUMBING	[Signature]
13	Chushana Andara	AKADO	Plumbing	[Signature]
14	Chushana MALEJA	AKADO	Electrical	[Signature]
15	ALEX OROTH	AKADO	MAINTENANCE	[Signature]
16	Zipora Ombi	AKADO	Electrical Installation	[Signature]
17	GABRIEL NIUMBO	AKADO	ELECTRICAL	[Signature]
18	NELLY KIBUGA	AKADO	ELECTRICAL	[Signature]

BREINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST



Date: 16/9/21

RAPID ASSESSMENT - KISUMU COUNTY

LIST OF FGD PARTICIPANTS

VTC: ROTARY



NO	NAME	VTC	COURSE	SIGN
1	WINNIE ATIENO	ROTARY	GARMENT MAKING	[Signature]
2	SAHEO ODORO	ROTARY	ELECTRICAL INSTALLATION	[Signature]
3	SYLVESTER ODWORO	ROTARY	ELECTRICAL INSTALLATION	[Signature]
4	JOSEPH ONDOR OMONDI	ROTARY	ELECTRICAL INSTALLATION	[Signature]
5	PHANICE ATIENO	ROTARY	ELECTRICAL INSTALLATION	[Signature]
6	EVANS OTIENO	ROTARY	ELECTRICAL INSTALLATION	[Signature]
7	Milka Adhumbi	ROTARY	Garment Making	[Signature]
8	Eunice OMAH KATHA	ROTARY	GARMENT MAKING	[Signature]
9	Ken Brian Ouko	Rotary	Mechanical Eng.	[Signature]
10	Chal Patrick George	Rotary	Electrical installation	[Signature]
11	PAUL OTIENO ODISO	Rotary	Carpentry and joinery	[Signature]
12	Mirri Calin	Rotary	Electrical installation	[Signature]
13	Quinter Alieno	Rotary	Electrical Installation	[Signature]
14	Walter Ombi	Rotary	Electrical Installation	[Signature]


NYANGOMA VTC


BREINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST  
 Date: 14/09/21

RAPID ASSESMENT - KISUMU COUNTY  
 LIST OF FGD PARTICIPANTS VTC: NYANGOMA

NO	NAME	VTC	COURSE	SIGN
1	Josaph Otieno Amimo	NYANGOMA VTC	M.V.M	[Signature]
2	CAREN ATIENO OMBURA	NYANGOMA VTC	HAIRDRESSING	[Signature]
3	LUCY GITHOP OMBURA	NYANGOMA V.T.C	GARDENS MAINTENANCE	[Signature]
4	Marymathine Anyango	NYANGOMA V.T.C	HIRDRESSING	[Signature]
5	PEREZ ADHIAMBO	NYANGOMA V.T.C	HAIRDRESSING	[Signature]
6	SHARON KAKITI OTIENO	NYANGOMA V.T.C	ELECTRICAL INSTALLATION	[Signature]
7				


AHERO VTC


BREINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST  
 Date: 15 September 2021

RAPID ASSESMENT - KISUMU COUNTY  
 LIST OF FGD PARTICIPANTS VTC: AHERO VOCATIONAL TRAINING CENTRE

NO	NAME	VTC	COURSE	SIGN
1	Dominic Omondi	AVTC	Electrical	[Signature]
2	Okana Julius	AVTC	Electrical & Electronics	[Signature]
3	Philip Otieno Oliech	AVTC	Information Communication Technology	[Signature]
4	WIMNIE OCHOIA	AVTC	Electrical & Electronics	[Signature]
5	VIOLET NSERI	AVTC	Motor vehicle mechanics	[Signature]
6	ISAIAH OCHENG OATI	AVTC	Plumbing	[Signature]
7	Kevin Obiero Ombeki	AVTC	Metal processing	[Signature]
8	Joseph WARA AYOBI	AVTC	Building (MASONRY)	[Signature]
9	DEWANGO CHRISTINE OGAM	AVTC	I.C.T	[Signature]
10	Dnyango Ephraim	AVTC	Metal processing	[Signature]
11	AUSTINE OMONDI	AVTC	Motor vehicle mechanics	[Signature]
12	Orange Willis	AVTC	Plumbing	[Signature]
13	Cynthia Akinyi Omondi	AVTC	Hairstressing & Beauty Therapy	[Signature]
14	Heleen Sastrian	AVTC	Hairstressing & Beauty Therapy	[Signature]
15	Horace Hillary Oulhiambo	AVTC	Motor vehicle mechanics	[Signature]
16	Ayembo Duhio	AVTC	Botanico (MASONRY)	[Signature]

Kigoche



# KIGOCHE VTC



BREINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST

Date: \_\_\_\_\_

RAPID ASSESSMENT - KISUMU COUNTY

LIST OF FGD PARTICIPANTS

VTC: KIGOCHE

NO	NAME	VTC	COURSE	SIGN
1	ROBERT ANOKO	Kigoche	Electrical Installation	[Signature]
2	IRINE ANOKO	Kigoche	hair dressing / beauty therapy	[Signature]
3	Hellen Acheng	Kigoche	hairdressing beauty Therapy	[Signature]
4	Florence Akemi	Kigoche	Dress making	[Signature]
5	ALFRED OTIENO	KIGOCHE	BUILDING AND CONSTRUCTION	[Signature]
6	Renny Otieno	Kigoche	BLOCKING AND CONSTRUCTION	[Signature]
7	GEORGETTE OCHIENG	KIGOCHE	KNITTING	[Signature]
8	BETTY AKUMA	KIGOCHE	DRESS MAKING	[Signature]
9				
10				
11				
12				
13				

Katito



# KATIITO VTC

SIGNDA



BREINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST

Date: 15/10/15

RAPID ASSESSMENT - KISUMU COUNTY

LIST OF FGD PARTICIPANTS

VTC: KATIITO VTC

NO	NAME	VTC	COURSE	SIGN
1	EMMAWEL DUDUK ODHAMB	KATIITO VOCATIONAL	MOTOR VEHICLE MECHANICS	[Signature]
2	ALPHONSE ODHAMB ODHAMB	KATIITO VOCATIONAL	FOOD AND BEVERAGE	[Signature]
3	Felix Odhamb Minda	Katiito Vocational	Electrical	[Signature]
4	CYNTHIA MUKITA OTENO	Katiito Vocational	DRESSMAKING	[Signature]
5	LILIAN ADHAMB OTENO	KATIITO VOCATIONAL	DRESSMAKING	[Signature]
6	WINNIE ADHAMB ODHAMB	KATIITO VOCATIONAL	FOOD & BEVERAGE	[Signature]
7	ADHAMB WINNIE ODHAMB	KATIITO VOCATIONAL	DRESS MAKING	[Signature]
8	MARIA ADHAMB KIMORI	KATIITO VOCATIONAL	FOOD AND BEVERAGE PROCESSING	[Signature]
9	LILIAN ADHAMB	KATIITO VOCATIONAL	DRESSMAKING	[Signature]
10	Moses FELIX OTIENO	KATIITO VOCATIONAL	BUILDING TECHNOLOGY	[Signature]
11	BRAXSTONE OTIENO OKELLO	KATIITO VOCATIONAL	MOTOR VEHICLE MECHANICS	[Signature]
12	VALARY ADHAMB OTENO	KATIITO VOCATIONAL	AGRI-BUSINESS	[Signature]
13	MOMANYI DANCAN	KATIITO VOCATIONAL	ELECTRICAL & ELECTRONICS	[Signature]
14	GILBERT ATIERO	KATIITO VOCATIONAL	BUILDING TECHNOLOGY	[Signature]



RAPID ASSESMENT – KISUMU COUNTY

LIST OF FGD PARTICIPANTS

VTC: KITAMBO

NO	NAME	VTC	COURSE	SIGN
1	ANNE JUMA	Kitambo	Fashion & design	
2	KIENO GAUDENSIA	KITAMBO	FASHION & DESIGN	G.A
3	ACHIENG IRENE	KITAMBO	ICT	
4	VIVIAN AKINYI	KITAMBO	ELECTRICAL & ELECTRONIC	
5	MERCELINE ANYANGO	KITAMBO	ICT	
6	MICHAEL OBIENO	KITAMBO	Electrical & Electronics	
7	OKUTO FRED	KITAMBO	Building and construction	
8	MAXWEL OTIENO	KITAMBO	BUILDING CONSTRUCTION	
9	OLUOCH Julliete M Akoth	Kitambo	Hair-dressing & beauty therapy	
10	sharon Achieng	Kitambo	food and beverage	
11	Anene Everline Auuor	Kitambo	Hair-dressing and beauty therapy	
12	AKATCH ZABLOKE	KITAMBO	ELECTRICAL & ELECTRONICS	
13	DAMARIS ODENT	BREINSCOPE LTD	FACILITATOR	





BRAINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST

Date: 15/09/2021

RAPID ASSESSEMENT – KISUMU COUNTY

LIST OF FGD PARTICIPANTS

VTC: CHWA

NO	NAME	VTC	COURSE	SIGN
1	VICTOR OTIERO	CHWA	BUILDING TECHNOLOGY	
2	ERICK OTIENO	CHWA	BUILDING TECHNOLOGY	
3	DOLPHINE AOKO	CHWA	FASHION DESIGN	
4	BONFACE ODHAMBO	CHWA	BUILDING TECHNOLOGY	
5	May magdalena Barasa	CHWA	FASHION DESIGN	
6	BRATAN ODHAMBO	CHWA	BUILDING TECHNOLOGY	
7	JOSINETE J. BORO	CHWA	FASHION & DESIGN	
8	DAN OMONDI	CHWA	BUILDING TECHNOLOGY	
9	Dolphine Achieng	CHWA	FASHION & DESIGN	
10	FLORETICE AWUOR	CHWA	FASHION & DESIGN	
11	DANARIS ODENI	BRAINSCOPE LTD	FACILITATOR	
12				
13				



BRAINSCOPE CONSULTANTS LIMITED & PAMOJA FOR TRANSFORMATION TRUST

Date: 14/09/2021

RAPID ASSESSEMENT – KISUMU COUNTY

LIST OF FGD PARTICIPANTS

VTC: KARATENG

NO	NAME	VTC	COURSE	SIGN
1	ERICK Otieno	KARATENG	BUILDING	
2	Emmaculate Acheno	KARATENG	FASHION DESIGN	
3	SAFINA ACHENO	KARATENG	FASHION DESIGN	
4	MAURINE ODONGO	KARATENG	FASHION DESIGN	
5	FELIX OUMA	KARATENG	BUILDING	
6	AMOS JUMA	KARATENG	BUILDING	
7	CLIMAX ODHAMBO	KARATENG	BUILDING	
8	SIMON PAHATI	KARATENG	BUILDING	
9	MICHAEL MUSUMBA	KARATENG	MVM	
10	Ezekiel Oguso	KARATENG	BUILDING	
11	WUBERWALU OBIENO	KARATENG	BUILDING	
12	SUSAN ADHAMBO	KARATENG	MVM	
13	DANARIS ODENI	BRAINSCOPE LTD	FACILITATOR	