



**DATA ANALYSIS AND SOCIAL AUDIT REPORT
DEVELOPMENT
IN
SIAYA AND KAKAMEGA COUNTIES.**

By Mr. Pambo Samwel

On 29th April 2024

FOR TRANSPARENCY INTERNATIONAL KENYA (TI-KENYA)

TABLE OF CONTENTS

TABLE OF CONTENTS	ii
Glossary of Terms	iv
List of Figures	v
List of Tables	vi
Background	vii
Executive Summary	ix
Summary of Key Findings	x
Summary of Recommendations	xiii
CHAPTER ONE	1
Introduction	1
Overview Of the Project and Social Audit Exercise	5
Project Background	Error! Bookmark not defined.
Rationale	6
Statement of the problem	13
Methodology	14
Sampling and Sample Size	16
CHAPTER TWO	18
2.0 Results and Findings	18
2.1 Students Feedback	18
2.1.1 Student Disability Status	18
2.1.2 Fairness in Fee Structure	19
2.1.3 Affordability Issues	21
2.1.4 Adequacy of Resources	22
2.1.5 Areas of Service and Resource improvement.	27
2.1.6 Students' participation in Administration	31
2.1.7 Knowledge of Board Members	32
2.2 Parents and Citizens Feedback	33
2.2.1 Participation in Administration	34
2.2.2 Fairness of Fee Structure	35
2.2.3 Development of Fee Structure	36

2.2.4 Funds Management	37
2.2.5 Knowledge of Development Projects	38
2.2.6 Access to Information	40
2.3 Teachers Feedback.....	40
2.3.1 Participation in Administration	40
2.3.2 Stakeholder Engagement.....	41
2.3.3 Fee Structure Development.....	42
2.4 Courses	44
2.4.1 Market Course Demand	46
2.4.2 Are students sent away from school due to fees?	47
2.4.3 Adequacy of Resources	48
2.4.4 Staff Satisfaction.....	50
2.4.5 Fund Allocation & Management.....	51
2.4.6 Areas of improvement/quality of services offered by institutions	52
CHAPTER THREE.....	56
3.0 Discussion/Analysis.....	56
3.1 Lack of Awareness about Funding and budget allocation in the VTC Institutions	56
3.2 Limited Disability Access	58
3.3 Affordability Concerns.....	59
3.4 Resource Limitations.....	59
3.5 Communication Issues	59
3.6 Dissatisfaction with Complaint Resolution.....	59
3.7 The discrepancy in Perception of Fee Structure	60
CHAPTER FOUR.....	60
4.0 Conclusions	61
4.1 Measurement of variables	61
4.2 Lessons learned, Emerging Issues and Follow-up Actions	62
CHAPTER FIVE.....	63
5.0 Recommendations:	64

Glossary of Terms

BOM-Board of management

CDE- County Director of Education

CADP – County Annual Development Plan

CBETA – Competence-Based Education, Training and Assessment

Ds & TE- Director of Secondary and Tertiary Education

EDA - Exploratory Data Analysis

GoK - Government of Kenya

MoEST - Ministry of Education, Science and Technology

NITD - Native Industrial Training Deport

OAG - Office of the auditor general

OSR – Own Source Revenue

ODeL – Open, Distance and E-Learning

PLAR – Prior Learning Assessment Recognition

SDGs - Sustainable Development Goals

TI-Kenya – Transparency International Kenya

TTIs – Technical Training Institutes

TVET- Technical and Vocational Education Training

VTC- Vocational Training Center

List of Figures

Figure 1: CADP, FY 2024/25 Report	7
Figure 2: CADP, 2023/24 Report.....	8
Figure 3: CADP, FY 2022/23	10
Figure 4: Siaya-Kakamega County Geo-Location of the sampled VTCs	Error! Bookmark not defined.
Figure 5: Disability Status, Siaya/ Kakamega	19
Figure 6: Fee Structure Fairness.....	20
Figure 7: Fees Affordability; Siaya	21
Figure 8: Fees Affordability Kakamega	22
Figure 9: Funds Allocation Awareness	25
Figure 10: Development Projects Awareness	26
Figure 11: Overall Students Satisfaction	27
Figure 12: Key Areas that calls for Improvement, Siaya	28
Figure 13: Key Areas that calls for Improvement, Kakamega.....	29
Figure 14: Participation of Students in matters Administration.....	32
Figure 15: Students Knowledge of Board Members	33
Figure 16: Parents Participation in matters Administration, Kakamega.....	34
Figure 17: Parents opinion on Fairness of Fees Structure.....	36
Figure 18: Parents Involvement in fee-structure development	37
Figure 19: Development project awareness	38
Figure 20: Teacher's involvement in matters Administration	41
Figure 21: Stakeholders Engagement.....	42
Figure 22: Fee Structure Development	43
Figure 23: Courses Offered.....	44
Figure 24: Order of Courses in terms of Cost.....	45
Figure 25: Course Market Demand	47
Figure 26: Information on whether students are sent home for Fees.....	48
Figure 27: resource Adequacy.....	49

List of Tables

Table 1: County Monitoring and Evaluation Indicators.....	9
Table 2: Kakamega Resource Allocation 2022/23	9
Table 3: Proposed Programs to be implemented between YF 2024/25 - 2026/27.....	10
Table 4: County Fiscal Strategy - 2024	11
Table 5: Budget Allocation, FY 2022/23 - 2023/24; Siaya	11
Table 6: CADP, FY 2021/22; Siaya	12
Table 7: Proposed Budget by Sector and Program, FY 2022/23; Siaya	12
Table 8: Projected Recurrent Expenditure between FY 2023/24 - 2025/26	12
Table 9: List of Sampled VTCs.....	17
Table 10: Tree map of Resource Adequacy	23
Table 11: Urgently needed infrastructure; Kakamega.....	30
Table 12: Urgently needed Infrastructure, Siaya.....	31
<i>Table 13: VTCs Staff Information Data.....</i>	<i>55</i>
Table 14: Finance Data as obtained from Kakamega VTCs.....	57
Table 15: Finance Data as obtained from Siaya VCTs.....	57

Background

Transparency International Kenya (TI-Kenya) is a non-profit organization established in 1999 in Kenya with the goal of fostering a transparent and corruption-free society through initiatives focused on good governance and social justice. As one of the independent chapters within the Global Transparency International movement, TI-Kenya shares the collective vision of achieving a world free from corruption.

TI-Kenya envisions a corruption-free Kenya and pursues this vision by advocating for integrity, transparency, and accountability across all levels of society. Based in Nairobi, TI-Kenya operates regionally in the Coast, Rift Valley, and Western Kenya through its Advocacy and Legal Advice Centers (ALACs). These centers offer free and confidential legal guidance to individuals affected by corruption, serving as vital resources for both victims and witnesses of corruption-related cases. Advocacy serves as TI-Kenya's primary approach, supported by additional strategies such as research, forming strategic partnerships, capacity building, and engaging with the public.

TI-Kenya is implementing the 'Usawa Mashinani Project' project under the Citizen Demand and Oversight Programme whose aim is to improve the participation of marginalized groups (women, youths, and Persons with disabilities) in governance and justice processes at the county level. The project is geared towards achieving three main outcomes;

- i. Increased citizen participation in the public finance management process at the county level.
- ii. Gender-responsive laws/ policies/ mechanisms and processes adopted and operationalized at the county level.
- iii. Enhanced access to justice for marginalized groups.

Acknowledgement

Transparency International Kenya extends heartfelt appreciation to all those involved in the planning, facilitation, and production of this report. We extend our sincere gratitude to the County Governments of Siaya and Kakamega, the Departments of Technical and Vocational Education and Training (TVET), and all Vocational Training Center (VTCs) managers for their unwavering support, collaboration, and cooperation in providing valuable information for this report. We also express our gratitude to all the social auditors, respondents, and individuals representing various organizations for their invaluable guidance and contributions to this report.

Special recognition is extended to the Western Regional Officer, Mr. Brian Kibira, along with assistance from Mr. Ronald Adika, for their leadership in steering the social audit process and shaping this report. We also acknowledge Mr. Abrahams Misoj, Elizabeth Duya, Mr. Dennilison Musau, and Executive Director Ms. Sheila Masinde for their diligent review and overall oversight in the development of this report.

We acknowledge with deep gratitude the financial support of our donors, without which this endeavor would not have been possible. We extend our immense appreciation to the Embassy of Finland for their generous financial assistance.

Author: Transparency International Kenya.

Cautionary Statement

Every effort has been made to verify the accuracy of the information contained in this report. All information was believed to be correct as of February 2024. Nevertheless, Transparency

International Kenya cannot accept responsibility for the consequences of its use for other purposes or in other contexts.

The social audit and publication of the report has been funded by the Finnish people through the Embassy of Finland. The views expressed do not necessarily reflect the Government of Finland's official policies or views. The contents of this report are the sole responsibility of Transparency International Kenya.

© 2024 Transparency International Kenya

Executive Summary

The desire for excellent service delivery and the public finance management mandate in Kenya and the importance of performance optimization in enabling institutions achieve a competitive advantage and maximize the potential for service delivery cannot be underestimated. The demand from the citizens for efficient services necessitates that state corporations in Kenya device performance measures that will enhance service delivery.

This report presents the findings of a social audit exercise conducted by Transparency International (TI)-Kenya in Siaya and Kakamega Counties. The audit aimed to assess the state of service delivery in Vocational Training Centers (VTCs) within these counties.

The social audit applied descriptive survey research design to gather data from the sampled respondents of the county VTCs. A stratified random sampling was applied to select a respondent from the VTCs to participate in the study. Information was gathered through key informant by use of interviews, questionnaire surveys, and document reviews, with participation from students, parents, teachers, and citizens. The questionnaires were subjected to pre-test to ensure both validity and reliability of the instruments.

Data analysis was done using both descriptive and inferential statistics. The aim of the social audit was to determine the impact of public participation (students, teachers, parents, citizens) on service delivery in VTCs in Siaya and Kakamega counties. The study found that public participation has a positive influence on service delivery among the VTCs. The report concludes by offering recommendations for improvement, such as increased fee transparency, improved communication strategies, enhanced resource allocation, and the development of a more effective system for

addressing complaints yet most remarkably, that the TVETs in Kenya to adopt a system that enables the public, including the marginalized group to participate in key-decision making because they positively and significantly influence service delivery.

Summary of Key Findings

Student Disability Status

One critical concern identified is the limited accessibility for students with disabilities. The data indicates a low percentage of students (5% in Siaya and 1% in Kakamega) living with disabilities participating in the survey. This likely reflects either a challenge of VTCs not offering more opportunities for students living with disabilities, or lack of resources and facilities to cater for the needs of students living with disabilities.

Fairness in Fee Structure.

An interesting discrepancy in perception emerged regarding the fairness of fee structures. 59% of students in Siaya County opined that the school fees charged was fair. 60 % of students in Kakamega County VTCs found the fee structure fair while 38 % found it unfair. Of those that found it fair, 84 % could afford, 14% could not and 2 % found it slightly affordable.

Affordability Issues

The issue of affordability emerged as yet another significant challenge. The findings revealed that in Kakamega county VTCs, 84% of the learners were of the opinion that the fees are affordable, 14% found the fees not affordable. In Siaya, only 61% felt the fees were actually affordable. 33% expressed a contrary opinion.

In Siaya and Kakamega VTCs, 69% and 59% of parents respectively opined that the fee structure was fair, with about 25% averagely holding a contrary opinion.

Fee Structure Development

An overwhelming average of 77% of parents reported that they are neither aware of nor involved in the development of fee structures within TVETs in their respective areas. 76% and 50% of teachers

in Siaya and Kakamega County respectively submitted that the fee structures in their institutions are developed by the board of Management.

Funds allocation awareness

98% of students in Siaya County do not know how much money is allocated to their respective Institutions. In Kakamega, this number stood at 94 %. 63% of teachers in Kakamega County do not know how much money was allocated to their respective VTCs in the last year.

73% of teachers in Siaya County do not know/are not sure of the total amount of money allocated to the VTCs in the last year

Infrastructure Development Awareness

71% of students in Kakamega and 57% in Siaya county as at the time of the survey did not know of any development projects ongoing in their respective institutions. 29% of students in Kakamega and 43% of students in Siaya submitted that they were aware of the development projects ongoing. However, of the students who were aware of the development projects, 52% were not aware how these projects were funded.

In both counties, about 71% of parents were not aware of any development projects being undertaken in the VTCs. Of the 29% that are aware of the projects, 70% do not know how they are funded. As for the citizens, 81% were not aware of any development projects being undertaken in the VTCs in their localities, neither do they know how they are funded.

Quality of service delivery

In Kakamega County, 78% of students are satisfied with the services offered by their institutions. 79% of students in Siaya county are satisfied with the services offered at the vocational training centers.

Complaint Resolutions

88% of parents in Siaya County expressed dissatisfaction with the current mechanisms for addressing their concerns within these educational facilities.

Areas of Improvement

From the survey conducted in the vocational training centers in both Siaya and Kakamega Counties, the following areas stood out as needing improvement;

- i. Addition of more equipment.

- ii. Employing more instructors
- iii. Buying more books and building more classrooms for the learners.

The mentioned areas are the top ways in which students suggest, if implemented, will improve the quality of services offered by their respective VTCs. It is worth also mentioning that a number of students would want more courses for diversification to be offered in their respective institutions

Students' & Parents' participation in Administration

Across the two counties, averagely 68% of students participate in the administration of the institutions either through assembly meetings or student councils' meetings. 62% of sampled parents affirmed that they did participate in administration. Of these, 59% participate through AGM, while 29% do so during planning meetings. 84% of parents feel satisfied in their participation of respective VTC matters. These numbers suggest a lack of understanding on the meaning of participation in administration, both by parents and students. The suggestion is to provide clarity in what participation means, while undertaking such social audits.

Knowledge of the Board Members

Whereas all the VTCs audited had the Boards of Management in place and constituted as per the TVET Act, majority of the members of the public interviewed did not know of their existence and the role they play in the VTCs. Of the students interviewed, 56.1% of students in Kakamega and 60.4% in Siaya county VTCs do not know any of their board members.

Stakeholder Engagement

It was found that teachers in Siaya County engage with stakeholders, 80% through Dialogue meetings, 10% through AGMs and 10% through public barazas. In Kakamega county, all teachers reported that they participate in stakeholder engagements through meetings.

Platforms for Accessing information on VTCs

The most preferred platform for obtaining information on VTCs by parents was the Board/Administrators-41%; this was followed by community members /social Interaction at 26.4% and Chief Barazas at 16.67% respectively. Only 3.56% of parents indicated using WhatsApp/Facebook as their sources of information.

The most common platforms used by students were the community notice boards at 37.3% followed by WhatsApp and VTC/ County websites at 23.81% and 19.05% respectively. Majority of the citizens indicated radio as their most preferred platform for obtaining information 52.9%.

Summary of Recommendations

1. Enhance Accessibility for Students with Disabilities:

To enhance accessibility for students with disabilities, it is recommended that Vocational training centers partner with the county government to conduct assessments of physical accessibility and implement necessary improvements. Additionally, the development of outreach programs targeting marginalized communities can facilitate greater inclusion.

Providing training sessions to raise awareness and reduce stigma surrounding disabilities is crucial, alongside advocating for the allocation of funds and collaborating with advocacy groups to ensure comprehensive support.

2. Bridge the Perception Gap of Fairness in Fee Structures:

Bridging the perception gap regarding fairness in fee structures requires a multifaceted approach. This entails reviewing fee structures to ensure transparency and fairness, advocating for increased funding or scholarships to alleviate financial burdens, and providing transparent breakdowns of costs while actively engaging in dialogue with stakeholders to foster understanding and trust.

It was also evident that there is an information gap on fee structure formulation and implementation. The suggestion is holding barazas for the citizens, to educate them on how fee structures are formulated, where they can access information on fee structures and how they can give feedback concerning the fee structures for their respective VTCs.

3. Improve Affordability of Fees:

Improving the affordability of fees involves a detailed analysis of socio-economic demographics and fee structures. Exploring alternative fee structures and enhancing financial aid opportunities can mitigate financial barriers. Moreover, the development of financial literacy programs and advocacy for policy changes are essential to promote equitable access to education.

4. Address Resource Limitations:

Conduct a comprehensive needs assessment to pinpoint resource gaps and prioritize areas like equipment, staff, and infrastructure for investment. Addressing resource limitations necessitates conducting needs assessments to prioritize investments effectively. Advocating for increased funding and exploring various funding mechanisms are vital steps, along with developing long-term strategic plans for resource management to ensure sustainability and efficiency.

5. Increase Awareness About Funds Allocation and Development Projects:

Increasing awareness about funds allocation and development projects requires enhanced transparency through regular financial reporting. Community meetings and established communication channels can facilitate dialogue and engagement. There is need for improvement of existing information platforms and channels for parents, teachers and students to access information on funds allocation and Development projects. Additionally, advocating for policies promoting transparency and accountability within governance structures is crucial for building trust and confidence.

6. Strengthen Participation in Administration:

Strengthening participation in administration involves developing training programs and establishing student councils to empower students in decision-making processes. Advocating for inclusion in governance structures and promoting transparency can enhance accountability and democratic participation within educational institutions.

7. Raise Awareness About VTCs:

Raising awareness about TVET/VTC programs necessitates launching public awareness campaigns and collaborating with stakeholders to promote their benefits. Developing outreach programs targeting underserved communities and advocating for inclusion in national education campaigns can expand access to TVET opportunities.

8. Address Student Dissatisfaction:

Addressing student dissatisfaction requires conducting surveys as well as conducting open student barazas to identify underlying reasons for dissatisfaction.

This will ensure that their grievances are received, make the students feel heard and provide intelligence on how to address the underlying issues to ensure that students receive the best service from their respective institutions.

9. Strengthen Complaint Resolution Mechanisms:

To strengthen complaint resolution mechanisms, VTC facilities should come up with service charters clearly indicating the complaint handling chain and duration in handling complaints to help in guiding the complainants and the institutions when handling complaints. Providing staff training and establishing clear channels for lodging complaints are essential, along with advocating for the implementation of independent oversight mechanisms to ensure impartiality and effectiveness.

The Social Audit Process

Definition of Social Audit

A social audit is the process through which all details of a public project are scrutinized by the public. A social audit examines all aspects of the public project, including the management of finances, officers responsible, record-keeping, access to information, accountability, and levels of public involvement among other aspects.

A social audit seeks to:

- Promote the effectiveness and efficient use of available resources to reap maximum benefits from limited resources.
- Provide an information link between service users and service providers as well as between service providers and policy makers.
- Point out where gaps exist and give hints on what can be done to improve the situation.
- Promote public participation in development activities hence enhancing ownership of public projects by beneficiaries
- Prevent abuse of funds and power by those in charge.

Principles governing social audit exercises:

People-centered:

It is of the people, by the people and for the people.

Neutrality:

It is not about personal or group interests thus social auditors should be non-partisan. In addition, it is neither a fault-finding nor a witch hunting mission. Instead, facts should be given as they are. Social auditors should visit the target facilities with an open-mind.

Objectivity:

The exercise should be guided by certain principles and should give the general picture rather than being subjective i.e. issue based research.

Confidentiality:

The data gathered from the field should be treated with a high degree of confidentiality.

Professionalism:

The process of data collection, analysis and presentation should be carried out in an organized and a logical manner and every single finding should be qualified before presentation.

Steps in the Social Audit Exercise

Step 1: Organization/Preparatory groundwork for the audit

Step 2: Data collection (Secondary/Primary)

Step 3: Verification of data and report compilation

Step 4: Dissemination

Step 5: Follow-up

CHAPTER ONE

Introduction

The Right to Education stands as a fundamental principle under Article 43 of the Constitution of Kenya 2010, emphasizing access to quality education for all. Aligned with this constitutional provision, Goal 4 of the Sustainable Development Goals (SDGs) underscores the importance of Quality Education, aiming to ensure inclusive and equitable education for every individual. Specifically, Goal 4 envisions accessible and high-quality technical, vocational, and tertiary education by 2030, promoting skill development crucial for employment, decent jobs, and entrepreneurship among youths and adults.

The historical trajectory of Technical and Vocational Education and Training (TVET) in Kenya traces back to 1924 with the establishment of the Native Industrial Training Depot (NITD) in Nairobi. Before independence, Catholic missionaries-initiated trade schools designed to provide artisan training in various vocational disciplines such as auto repair, welding, and masonry. This foundational period laid the groundwork for subsequent developments in the TVET sector.

Significant transformations occurred over the years, evolving trade schools into Technical Training Institutes (TTIs) under the 8-4-4 System, aimed at expanding technical and vocational training opportunities. Concurrently, the proliferation of private commercial institutions offering diverse trade courses contributed to the sector's growth. However, amidst this expansion, the absence of clear legislative and policy frameworks fostered uncontrolled growth, leading to challenges such as inadequate training outputs, staffing shortages, and limited employment prospects for youths.

Recognizing the imperative for reform, Vision 2030 and the Constitution of Kenya 2010 catalyzed significant changes in the TVET sector. The enactment of the TVET Act 2013 aimed to regulate sector operations, while devolution transferred management responsibilities of Vocational Training Centres (formerly village polytechnics) to county governments. Despite these reforms, challenges persist, particularly at the county level, including infrastructural deficiencies, staffing inadequacies, and mismatches between offered courses and market demands.

Understanding the pivotal role of TVET in driving sustainable development, Transparency International Kenya (TI-Kenya) initiated a social audit in the Technical and Vocational Education and Training (TVET)

Sector project. This project sought to identify and address existing gaps hindering service delivery through a comprehensive social audit targeting Vocational Training Centres at the county level- specifically, Siaya and Kakamega Counties. The ensuing findings have generated invaluable recommendations poised to bolster service delivery and foster the realization of Kenya's educational aspirations.

County Basic Information

Kakamega County is a county in the former Western Province of Kenya. It borders Vihiga County to the South, Siaya County to the West, Bungoma and Trans Nzoia counties to the North and Nandi and Uasin Gishu counties to the East. Its capital and largest town is Kakamega. The county has an area of 3,033.8 km². As per 2019 census Kakamega county had a total population of 1,867,579 people, of which 897,133 are males, 970,406 being females and 40 intersex persons. There are 433,207 households with an average size of 4.3 persons per household and a population density of 618 people per square kilometre.

Siaya County is one of the counties in the former Nyanza Province in western Kenya. It is bordered by Busia County to the north, Kakamega County, and Vihiga County to the northeast and Kisumu County to the southeast. It shares a water border with Homa Bay County which is located south of Siaya County. The total area of the county is approximately 2,496.1 km². The county lies between latitude 0° 26' to 0° 18' north and longitude 33° 58' east and 34° 33' west.

As per 2019 census Siaya county had a total population of 993,183 people, of which 471,669 (47.5%) are males, 521,496 (52.2%) females and 60 intersex persons and a population density of 392.6 people per square kilometre.¹

Kakamega County is divided into 12 sub-counties while Siaya on the other hand, is comprised of 6 sub-counties, each with their own administrative and governance structures.

Education in Devolved County Governments:

Since the devolution of power in Kenya in 2013, county governments have played a significant role in education. They are responsible for managing and improving education within their respective

¹ Wikipedia

jurisdictions. This decentralization has led to more localized decision-making and resource allocation, which can better address the specific needs of communities.

TVET Sector:

The TVET sector in Kenya has been undergoing reforms to enhance its relevance and effectiveness in preparing individuals for the job market. This includes updating curricula to match industry needs, improving infrastructure and equipment in TVET institutions, and forging partnerships with industries for training and apprenticeships.

Outlook in Siaya and Kakamega:

Education in Kenya is guided by various policies aimed at enhancing access, quality, and relevance. The devolution of education management to county governments has enabled more localized approaches, while the TVET sector is being revamped to meet the demands of the job market. Siaya and Kakamega counties like other regions in Kenya are striving to improve access to quality education and align it with local needs. This includes investments in infrastructure, teacher training, and curriculum development. Additionally, efforts are being made to promote TVET education to equip learners with practical skills for employment and entrepreneurship.

Vocational Training Centers (VTCs):

VTCs play a crucial role in providing technical and vocational education and training to equip individuals with practical skills for employment and entrepreneurship. These centers offer a wide range of courses across various fields, including carpentry, plumbing, electrical installation, automotive engineering, catering, fashion and design, among others.

Kakamega and Siaya Counties are home to several Vocational Training Centers aimed at addressing the skills gap and promoting socio-economic development within the region. The VTCs in Siaya and Kakamega counties have evolved over time to meet the changing needs of their communities.

Here's a brief history of VTCs in these counties and their management structure.

Management Structure:

The management structure of VTCs in both counties typically involves a governing board or committee responsible for overseeing the operations of the institution. This board may consist of representatives from the government, local community leaders, industry stakeholders, and education experts.

Under the governing board, there is usually a management team headed by a principal or director who oversees the day-to-day administration of the VTC. This team is responsible for curriculum development, student admissions, faculty recruitment, infrastructure maintenance, and overall strategic direction of the institution.

Funding and Financial Management:

VTCs in Siaya and Kakamega counties receive funding from various sources, including:

i. Government Grants:

Both national and County governments allocate funds to support the operations of VTCs, including salaries for staff and procurement of equipment and materials.

ii. Donor Support:

Some VTCs may receive financial assistance from international organizations, NGOs, or donor agencies to implement specific programs or projects.

iii. Student Fees:

VTCs often generate revenue through tuition fees paid by students enrolled in training programs. These fees may vary depending on the course and duration of study.

iv. Partnerships and Sponsorships:

VTCs may collaborate with local businesses, industries, or training providers to secure funding or in-kind support for training initiatives.

The financial management of VTCs is typically overseen by the institution's management team, in accordance with government regulations and accounting standards. This includes budgeting, financial reporting, expenditure tracking, and compliance with audit requirements.

TVET Act-2019 Gazettement of TVET Standards

The TVET Authority Board gazette the following six Standards in pursuant to Section 57 (1) and (2) of the TVET Act-2019.

1. TVETS 01:2019 TVET Standard — Competence-Based Education, Training and Assessment (CBETA) — Requirements and Guidelines, First Edition.

This Standard prescribes terminologies, requirements, and guidelines for the development of training standards and curricula for CBET in Kenya.

2. TVETS 02:2019 TVET Standard — Prior Learning Assessment and Recognition (PLAR) — Requirements, First Edition. This Standard prescribes requirements and guidelines applicable to all PLAR providers in Kenya.

3. TVETS 03:2019 TVET Standard — CBET Trainers Qualification Framework — Part 1: General, First Edition. This Standard prescribes general requirements for instructors, trainers, assessors, verifiers, curriculum developers and training managers.

4. TVETS 04:2019 TVET Standard — National Polytechnics — Requirements and Guidelines, First Edition. This Standard prescribes requirements and guidelines for national polytechnics in Kenya in the areas of leadership and management, physical resources, CBET programmes, and library services and facilities.

5. TVETS 05:2019 TVET Standard — Open, Distance and E-Learning (ODEL) — Requirements and Guidelines, First Edition. This Standard prescribes for Open, Distance and e-Learning (ODEL) centres through traditional distance education; e-learning provisions; blended learning and virtual education modes.

6. TVETS 06:2019 TVET Standard — Centre of Excellence — Requirements, First Edition. This Standard prescribes minimum requirements for a team, a shared facility or entity that provides leadership, best practices, research support and/or training for a focused area.²

Overview Of the Project and Social Audit Exercise

This is a report of the social audit exercise undertaken on selected Vocational Training Centres (VTCs) in Kakamega and Siaya Counties to assess the gaps hindering effective service delivery in the VTCs. The exercise was undertaken under TI-Kenya's "**Usawa Mashinani Project**" being implemented in two counties of **Siaya and Kakamega counties** with support from Embassy of Finland.

² <https://www.tveta.go.ke/tvet-authority-board-publishes-six-standards/>

The project presupposes that the numerous gaps/ challenges facing the counties in service delivery can only be tackled effectively if the citizens are adequately informed and involved in the whole chain of public service delivery. As an implementation strategy, the project sought to ensure that citizens are empowered to audit county services in the health and TVET sectors and follow through to ensure that the audit findings and recommendations are shared with stakeholders and implemented to improve service delivery at the county level. The aims at strengthening TVET education service delivery within county governments through citizen empowerment. It aims at creating awareness on the principles of public participation, access to information, reporting of violations and social audit.

Rationale

Vocational Training Centers (VTCs) play a pivotal role in realizing the government's commitment to providing accessible education for the youth, both nationally and at the county levels. Consequently, these institutions have received considerable attention and financial investments, leading to a significant surge in a number of sectors from FY 2020/21 to 2022/23 as follows:

1. The number of TVET institutions increased from 2,301 to 2,401.
2. The gross enrollment in TVET increased from 451,205 to 562,499.
3. The enrolment in public TVET institutions under the purview of the Ministry of Education increased from 250,733 to 345,387.
4. Special Needs trainees' enrolment increased from 3,301 to 4,487.
5. The number of trainees receiving capitation increased from 197,745 to 332,485.
6. A total of 1,122 TVET institutions were accredited over the review period.
7. The sector recruited 3,218 TVET trainers.³

Notably, the VTC sector has been allocated substantial budgetary provisions of Ksh 525.9 billion, Ksh 539.9 billion, and Ksh 558.4 billion for the fiscal years 2022/23, 2023/24, and 2024/25, respectively. Furthermore, the national government supports Vocational Training Colleges (VTCs) by providing conditional grants.⁴

KAKAMEGA RESOURCE ALLOCATION 2024/25

³ [Education Sector Working Group - treasury.go.ke](https://treasury.go.ke)

⁴ Kenya National Bureau of statistics: population Census 2019

In Kakamega County, resource allocation towards the education sector for the financial year 2024/25 is as follows;

Education, Science and Technology Polytechnic Improvement 1262.225 million

Early Childhood Development Education (ECDE) - 759.80 million

Education Support - 289 million

Total - 2311.025 million (which form 14% of the total county allocations)

Proportion of CADP Cost by Department/Agency

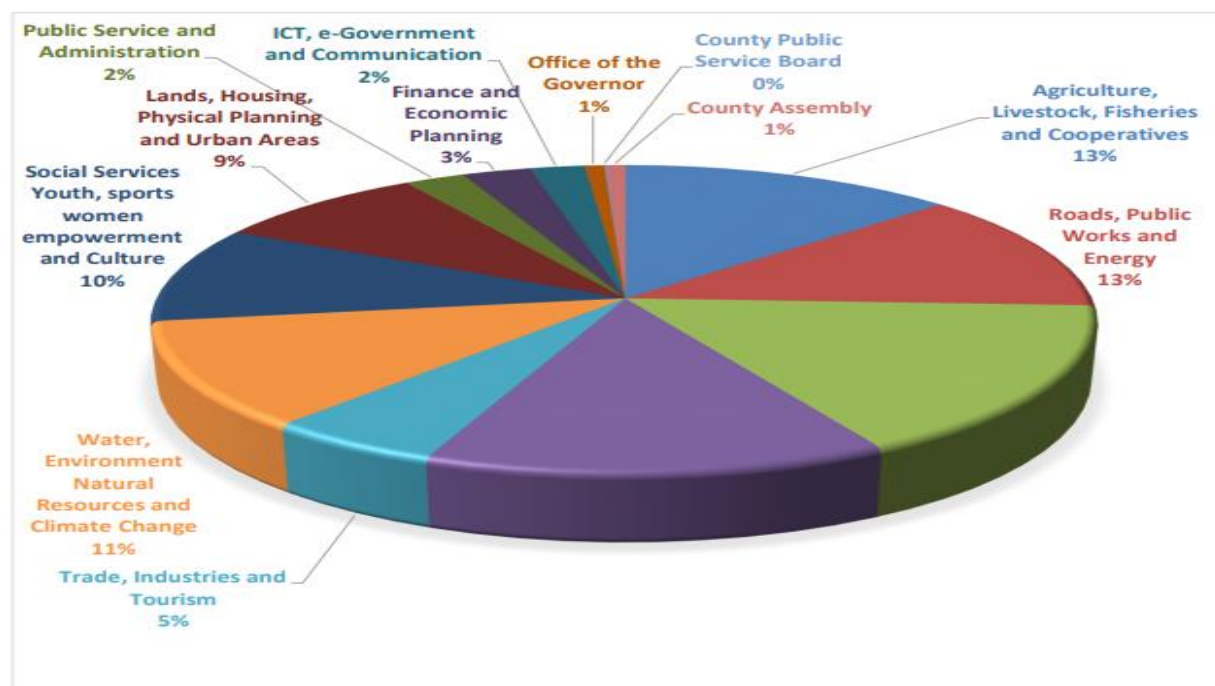


Figure 1: CADP, FY 2024/25 Report

Source: Kakamega County Annual Development Plan (CADP), FY 2024/25 report

KAKAMEGA RESOURCE ALLOCATION 2023/24

Education, Science and Technology Polytechnic Improvement - 358.5 million

Early Childhood Development Education (ECDE) - 487.75 million

Education Support - 285 million

Total 1,131.25 million

This budget allocation amounts to 8.70% of the total resource envelope

Proportion of CADP Cost by Department/Agency

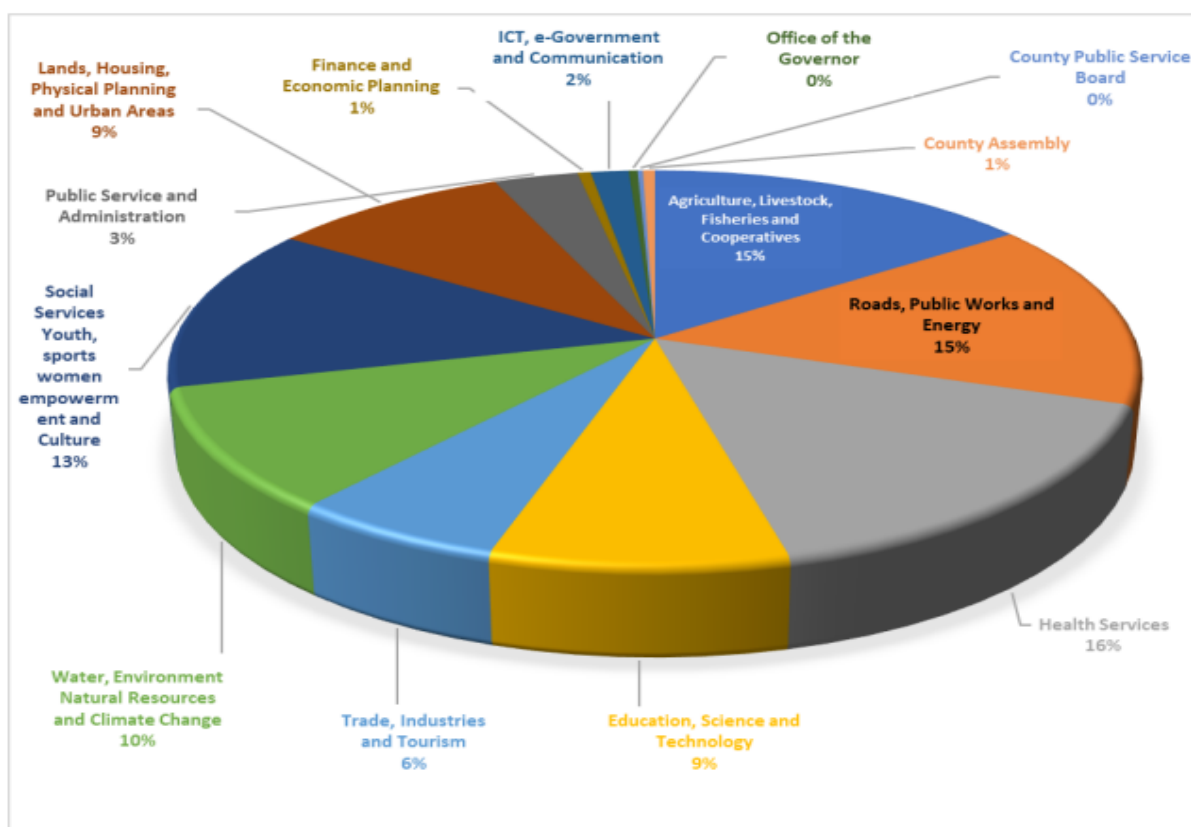


Figure 2: CADP, 2023/24 Report

Source: Kakamega County Annual Development Plan (CADP), FY 2023/24 report

County monitoring and Evaluation indicators

Sector/Subsector	Key performance Indicator	Baseline (June 2022)	End of the ADP Year situation (June 2024)
	Polytechnics connected to 3-phase electricity	-	63
	Constructed and equipped ICT-lab	0	3
County polytechnics	Number of trainees enrolled	10539	15000

	Percentage of polytechnic trainees d capitation	100	100
	Number of trainees enrolled for a T	3000	3600
	Polytechnic classrooms constructed	28	47
	Twin workshops constructed	35	39
	Number of polytechnics with modern kitchen	0	3

Table 1: County Monitoring and Evaluation Indicators

KAKAMEGA RESOURCE ALLOCATION 2022/23

Department	Programme	Amount (KES Millions)
Education, Science and Technology	Polytechnic Improvement	288.385
	Early Childhood Development Education (ECDE)	406.25
	Education Support	15
Total		709.635

Table 2: Kakamega Resource Allocation 2022/23

This form 8.68 % of the County's resource envelope for the financial year 2022/23

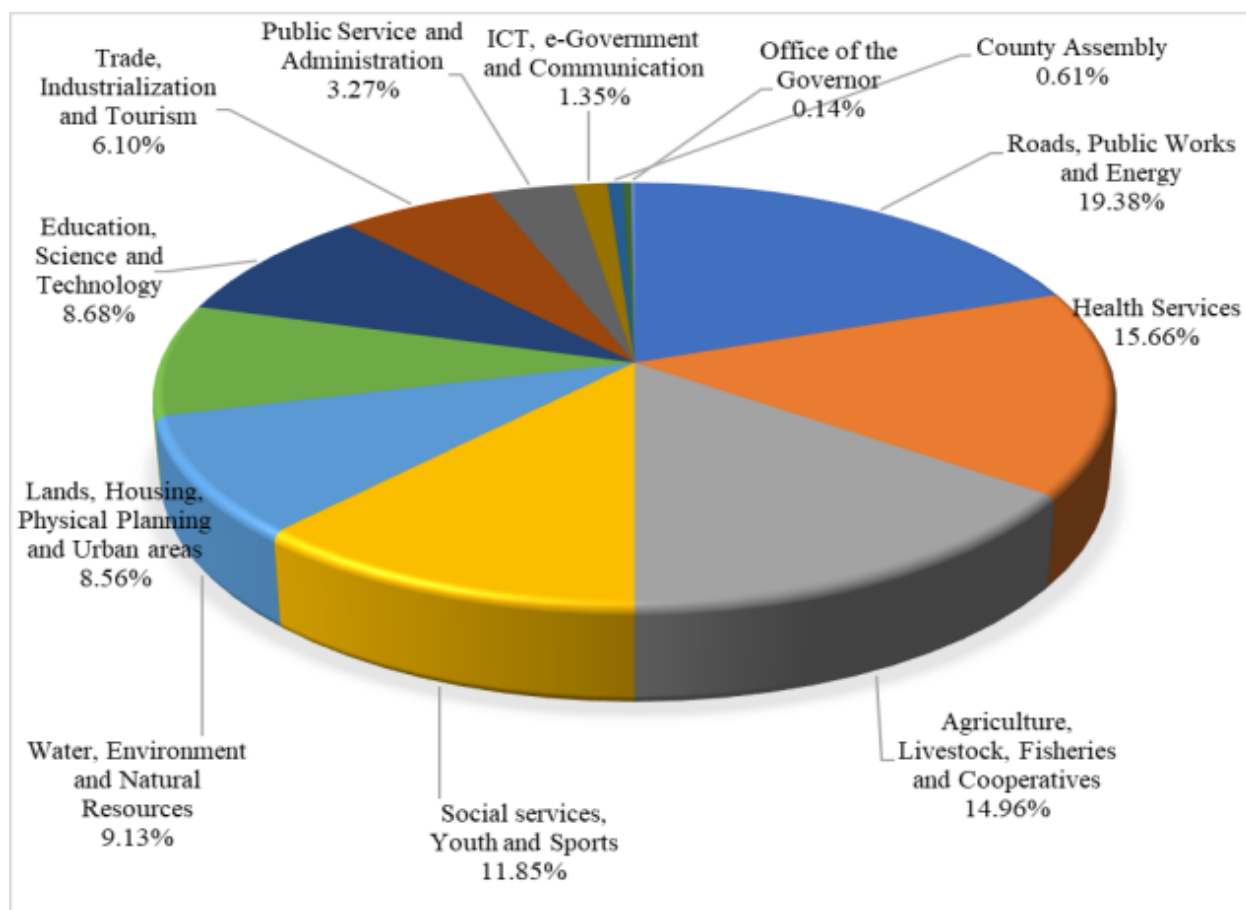


Figure 3: CADP, FY 2022/23

Source: Kakamega County Annual Development Plan (CADP), FY 2022/23 report

Baseline Ceilings for FY 2022/23 – 2026/27

Department/Agency	Approved Budget	Estimates	Forecast			% Proportion
	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	
	KES	KES		KES	KES	
Education, Science & Technology	1,203,098,116	1,100,000,000	974,500,000	1,075,000,000	1,075,000,000	5.98

Table 3: Proposed Programs to be implemented between YF 2024/25 - 2026/27

Programs to be Implemented in the MTEF Period 2024/2025 – 2026/2027

Sub Programme	Projects
Polytechnic Tuition Subsidy	<ul style="list-style-type: none"> a) Provision of subsidized polytechnic tuition b) Purchase of polytechnic buses c) Recruitment of Polytechnic instructors d) Implementation of ATVET Programme e) Innovation and skills exhibition
Polytechnic Infrastructure Development	<ul style="list-style-type: none"> f) Construction and equipping of polytechnic workshops g) Construction and equipping ICT Laboratories h) Construction of 5 No. classrooms, 2 door and 6 door toilets and installation of 5000ltr tank i) Renovation and completion of county Polytechnics j) Installation of 3-Phase electricity in County Polytechnics k) Fencing and installation of Gates in County Polytechnics l) Acquisition of land for establishment of new and expansion of existing polytechnic centers m) Acquisition of furniture for established county polytechnics n) Acquisition of tools and equipment for established county polytechnics

Table 4: County Fiscal Strategy - 2024

Source: Kakamega County Fiscal Strategy Paper 2024

SIAYA County Reports

5.4 Sectoral Ceilings

The total resource envelop for FY 2021/22 is projected to be Kshs. 8,105,403,629 out of which Kshs. 3,244,613,376 and (40%) has been allocated for personnel emolument, Kshs. 1,922,512,627 (24%) has allocated for operations & maintenance and Kshs. 2,938,277,626 (36%) has been allocated for development expenditure as shown in the table 5 below.

Table 15: Projected ceiling for FY 2021/22-2023/24

N o.	Departments	Baseline FY 2020/21	P.E	O&M	Total recurrent	Development	Total estimates	% Budget	FY 2022/23	FY 2023/24
6	Education, Youth Affairs, Gender & Social Services	779,219,619	231,916,108	128,532,703	360,448,811	213,739,745	574,188,556	7.08	631,607,412	694,768,153

Table 5: Budget Allocation, FY 2022/23 - 2023/24; Siaya

Summary of Proposed Budget by Sector and Programs

Sector	Programme	Amount (Kshs.)
Education, Youth, Gender and Social Services	County-Pre- Primary Education	193,200,000
	Vocational Education and Training Development	158,300,000
	County Social Security and Service	61,000,000
	General Administration Planning and Support Services	415,000,000
Sub Total		827,500,000

Table 6: CADP, FY 2021/22; Siaya

Source: Siaya county annual development plan-FY 2021/22

Summary of Proposed Budget by Sector and Programs 2022/23

Department	Programme	Amount (Ksh.)
Education, Youth Affairs, Gender, Sports and Social Services	County-Pre- Primary Education	705,000,000
	Vocational Education and Training Development	85,800,000
	County Social Security and Service	49,200,000
	General Administration Planning and Support Services	356,855,327
	Sports talent development and management	644,000,000
Sub Total		1,840,855,327

Table 7: Proposed Budget by Sector and Program, FY 2022/23; Siaya

Source: Siaya county annual development plan-FY 2022/23

Projected Recurrent Expenditure in FY 2023/24 -2025/26

Department	Baseline Estimate s PE 2022/23	Projected PE 2023/24 CFSP	Baseline Estimates O&M 2022/23	Projected O&M 2023/24 CFSP	Baseline Total 2022/23	Projected 2023/24 CFSP	Projections	
							2024/25	2025/26
Education, Youth Affairs, Gender, Social Services	141,039,265	145,270,443	169,163,049	94,163,049	310,202,314	239,433,492	263,376,841	289,714,525

Table 8: Projected Recurrent Expenditure between FY 2023/24 - 2025/26

What TI-Kenya achieved:

1. The survey was able to collect primary data from VTC institutions in both Siaya and Kakamega Counties about service delivery
2. The social auditors were also able to come up with a comprehensive report detailing the findings from the social audit exercise which is to be validated, launched, and subsequently utilized for advocacy efforts aimed at influencing decision-makers in the TVET sector.

Statement of the problem

1. Inadequate Infrastructure and Resources:

County Vocational Training Centers (VTCs) in Kakamega and Siaya Counties face significant challenges, including poor infrastructure, limited staff, and human resource gaps, hindering their ability to provide quality education and training to students.

2. Ineffective Governance and Decision-Making Processes:

The absence of meaningful citizen engagement in critical decision-making processes within VTC institutions in Kakamega and Siaya Counties contributes to inefficiencies and disparities in service delivery, ultimately impacting student enrollment and empowerment opportunities.

3. Barriers to Access and Quality Education:

Despite substantial financial investments and attention from both national and county governments, VTCs in Kakamega and Siaya Counties continue to struggle with delayed capitation disbursement, a limited variety of courses, and other challenges, leading to low student enrollment and compromised educational outcomes.

4. Limited Stakeholder Participation and Accountability:

The lack of effective mechanisms for stakeholder involvement and accountability within County Vocational Training centers (VTCs) in Kakamega and Siaya Counties undermines transparency and hampers efforts to address critical issues such as infrastructure development, curriculum enhancement, and overall service delivery improvement.

5. Limited Inclusion and Participation of Marginalized Groups:

Marginalized groups, including women, youths, and persons with disabilities, face significant barriers to access and participation within County Vocational Training Centers (VTCs) in Kakamega and Siaya Counties. This lack of inclusion exacerbates existing disparities in educational opportunities and hinders efforts to create an equitable and accessible learning environment for all students.

Methodology

The study adopted a descriptive survey research design. A research design is a logical thread which holds together all the crucial aspects of the research so that they can derive meaning. It is a process through which research questions are asked and answered

Since we intended to establish the relationship of events and entities without interfering with the purpose of reporting the facts as they are, a descriptive survey was done. This design was chosen and considered appropriate for this study since it would be able to give room for exploratory and descriptive data analysis.

The study adopted both quantitative and qualitative approach. Quantitative approach emphasizes data measurement and analysis in numerical form to give precise description. Quantitative approach places emphasis on methodology, procedure and statistical measures to test hypothesis and make predictions (Berg, 2004). Qualitative research approach helps in analyzing information in a systematic way in order to come to some useful conclusions and recommendations on the social settings and the individuals who portray the characteristics (Cobertta, 2003).

Mapping the zones of data collection

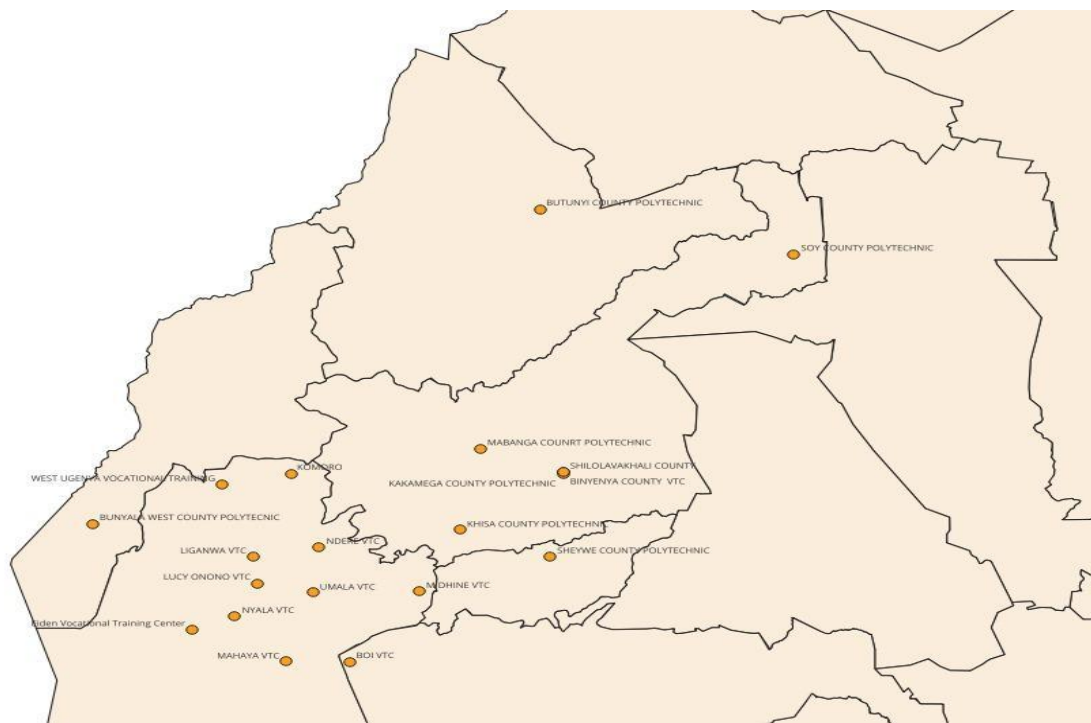
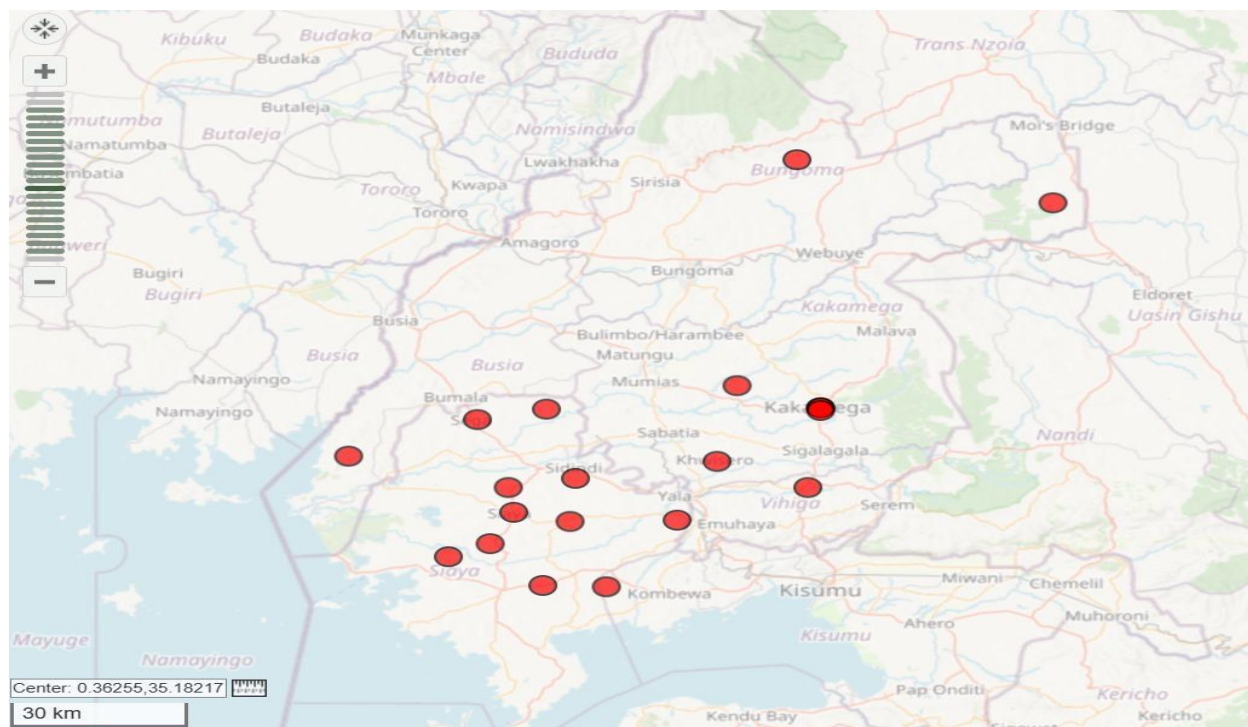


Figure 4: Siaya-Kakamega County Geo-Location of the sampled VTCs

Sampling and Sample Size

The social audit process commenced with consultations with various TVET stakeholders on matters affecting effective service delivery in the TVET sector. VTCs to be audited were identified and the specific areas to be audited agreed upon by stakeholders.

The study adopted stratified random sampling technique to select a sample of 320 correspondent from a population of 16 VTCs in western Kenya. The five functional categories of these institutions, (students, teachers/trainers, parents, citizens and Center managers) were treated as strata after which simple random sampling was done proportionate to the population in each stratum.

The goal of stratified random sampling was to achieve the desired representation from various subgroups in the population.

As a general rule of thumb, a sample size of around 384 is often considered sufficient to achieve a reasonably accurate representation of the population, assuming a confidence level of 95% and a margin of error of 5%. This sample size allows for a good balance between accuracy and practicality in most situations. However, in our case a sample size of 320 was desired to yield a confidence level of 93% with a margin of error of 7%.

Data collection tools were thereafter developed and validated by stakeholders. Social auditors were trained on the social audit process before actual data collection.

Both primary and secondary sources were used to collect data.

Primary Sources

Primary data was collected by visiting select VTCs and conducting interviews with the various stakeholders including: Students, Instructors/teachers, community members residing around the VTCs and parents. The data collection tool comprised of 4 sets of questionnaires designed for each category of stakeholders and 1 questionnaire to track the public finance expenditure management in the select institutions. The exercise covered a total of 32 facilities across the two Counties. The table below shows the facilities audited.

	Vocational Training Center (in SIAYA COUNTY)	Vocational Training Center (in KAKAMEGA COUNTY)
1	Lucy Onono	Bungasi county polytechnic
2	Eiden	St Teresa County Poly
3	Ndira	Butali Chekulo

4	Mahaya	Butunyi
5	Boi	Kakamega
6	Naya	Khisa
7	Ndere	Musamba
8	Mindhine	Shilolavakhali
9	Malunga	Mukhuru
10	Sega	Bunyala West
11	West Ugenya	Soi
12	Komoro	Binyenya
13	Rangala	Sheywe
14	Umala	St Paul Mutua
15	Laganwa	Mabanga
16	Nyala	Butsotso Cetral

Table 9: List of Sampled VTCs

Key informant interviews were conducted for management respondents and questionnaires administered randomly to students, parents, teachers/instructors of the selected institutions. Citizens/community members residing near the institutions were also engaged. A total of 320 respondents were interviewed out of which 53% were male and 47% female. Of these, 50% were students, 20% parents, 20 citizens/ community members, and 10% were center managers. The social audit was done between 19th - 24th February 2024 between 0800 and 1700 hours.

Secondary Sources

- The Constitution of Kenya 2010
- The TVET Act No 29 of 2013
- Budget documents FY 2021/22. 2022/23. 2023/24 and 2024/25

Upon completion of data collection, the information was consolidated and analyzed by TI-Kenya using Statistical package for social sciences (SPSS). The above process resulted in production of the draft social audit report which were then subjected to validation with TVET stakeholders using various online platforms such as zoom among others. Inputs collected from the validation exercises were factored and incorporated into this final report.

CHAPTER TWO

2.0 Results and Findings

The social audit exercise conducted by Transparency International (TI)-Kenya in Siaya and Kakamega Counties revealed several key findings regarding service delivery in Vocational Training Centers (VTCs). These findings illuminate areas where improvements can be made to enhance the accessibility, effectiveness, and overall quality of County VTC programs.

2.1 Students Feedback

2.1.1 Student Disability Status

One critical concern identified is the limited accessibility for students with disabilities. While the data indicates a low percentage of students (about 5%) with disabilities participating in the survey, this might not reflect the true need. The stigma surrounding disabilities and a lack of awareness about available support services could be discouraging participation. Further investigation into the accessibility features of VTC buildings and surrounding environments is recommended. Additionally, outreach programs specifically designed to reach marginalized communities, including those with disabilities, would be beneficial in ensuring equal opportunities for all students seeking vocational training.

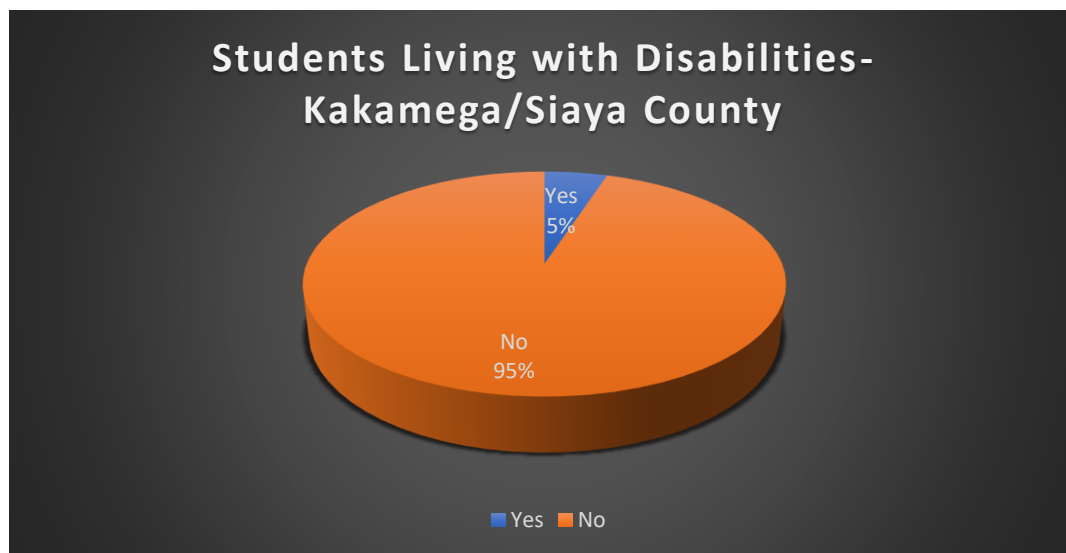


Figure 5: Disability Status, Siaya/ Kakamega

2.1.2

Fairness in Fee Structure

An interesting discrepancy in perception emerged regarding the fairness of fee structures. Students and parents, who directly experience the VTCs environment, might have a better understanding of the value proposition associated with the fees. Citizens, lacking detailed information, might perceive fees as unfair. Transparency about fee utilization and the breakdown of costs associated with delivering quality VTC programs could help bridge this gap in perception.

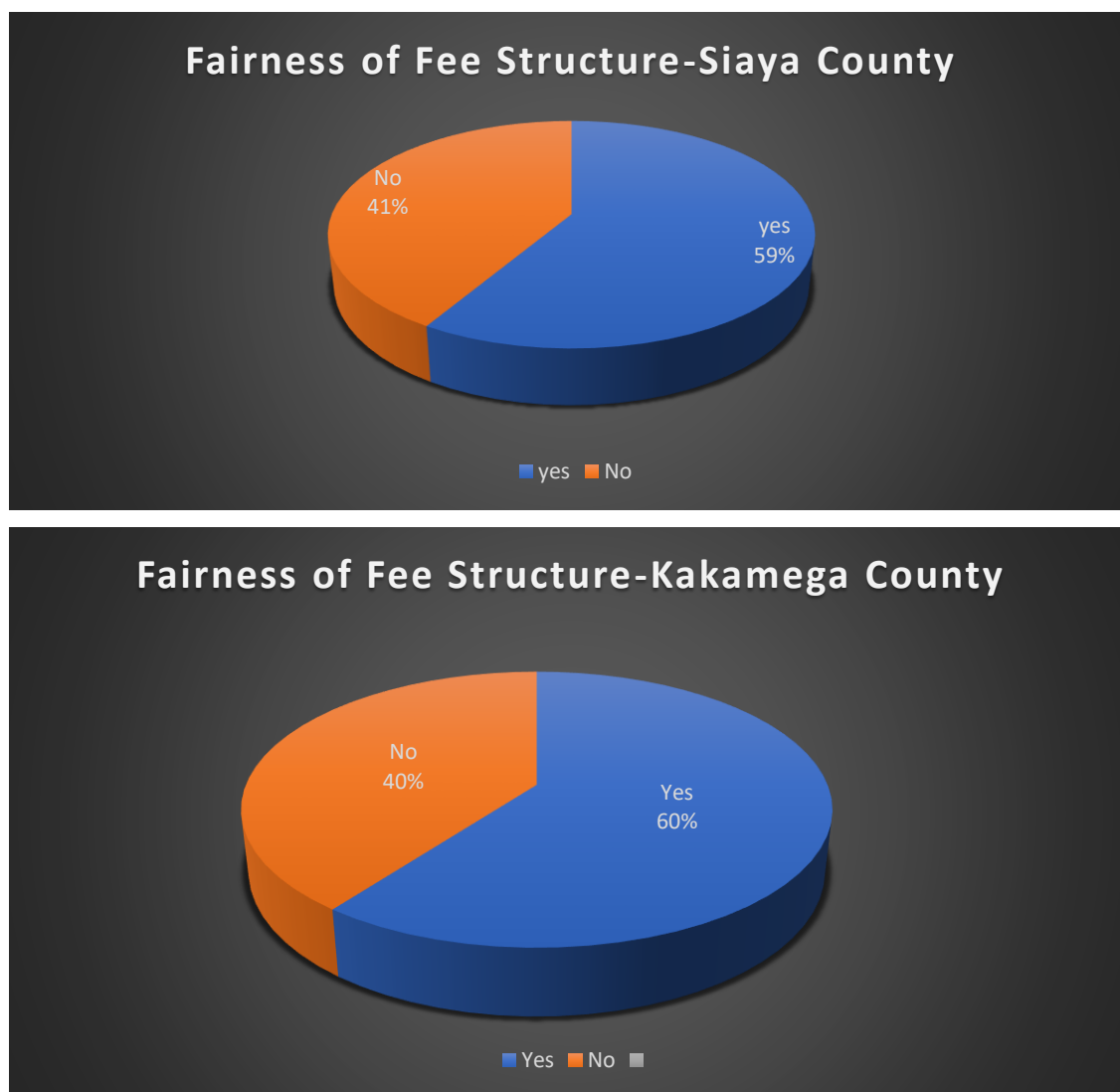


Figure 6: Fee Structure Fairness

59% of students in Siaya County opine that the school fees charged was fair. Of this, 61% can actually afford the fee charged, as depicted in figure 6 above. 60 % of students in Kakamega County found the fee structure fair with 40 % having a contrary opinion. Of those that find it fair, 84 % said they were able to afford, 14% could not afford and 2 % found it slightly affordable.

All the Students sampled in Bunyala West, Shilolavakali, Soy, Musamba and Butali VTCs submitted that the fee structure was unfair while all those sampled in Bungasi, Kakamega Polytechnic and Sheywe VTCs found the fee structure as fair. The rest of the TVETs seem to have a moderately fair fee structure.

These findings provide a valuable roadmap for improvement. By addressing the challenges identified in this report, VTCs in Siaya and Kakamega Counties can strive towards enhanced accessibility, improved communication, and ultimately, the delivery of high-quality vocational training programs that empower youth and contribute to regional development.

2.1.3 Affordability Issues

Affordability issue emerged as another significant challenge.

Although most students found the fee structure fair, a concerning portion also indicated struggling to afford it. The findings revealed that in Kakamega county VTCs, 84% of the students were of the opinion that the fees were affordable, 14% said the fees were unaffordable and about 2% felt it was manageable. In Siaya, only 61% felt the fees were actually affordable. 33% were of contrary opinion and 6% said the fees were manageable. This suggests that even seemingly fair fees might pose a significant barrier for some students, particularly those from low-income backgrounds. A deeper analysis of student socio-economic demographics alongside fee structures would be valuable in identifying potential disparities. The fees are higher in VTCs in Siaya County than they are in those in Siaya County.

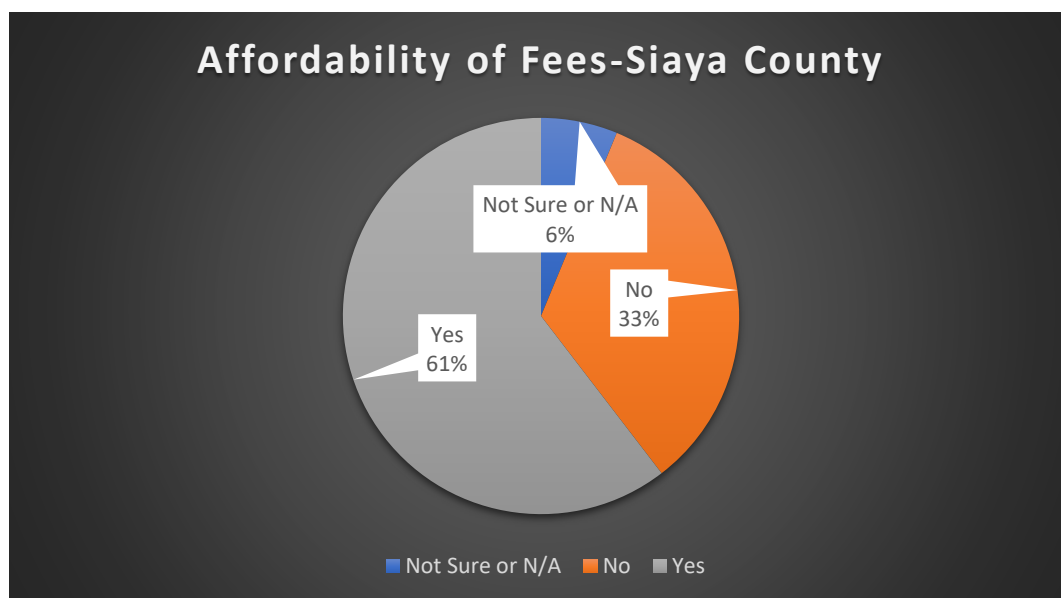


Figure 7: Fees Affordability; Siaya

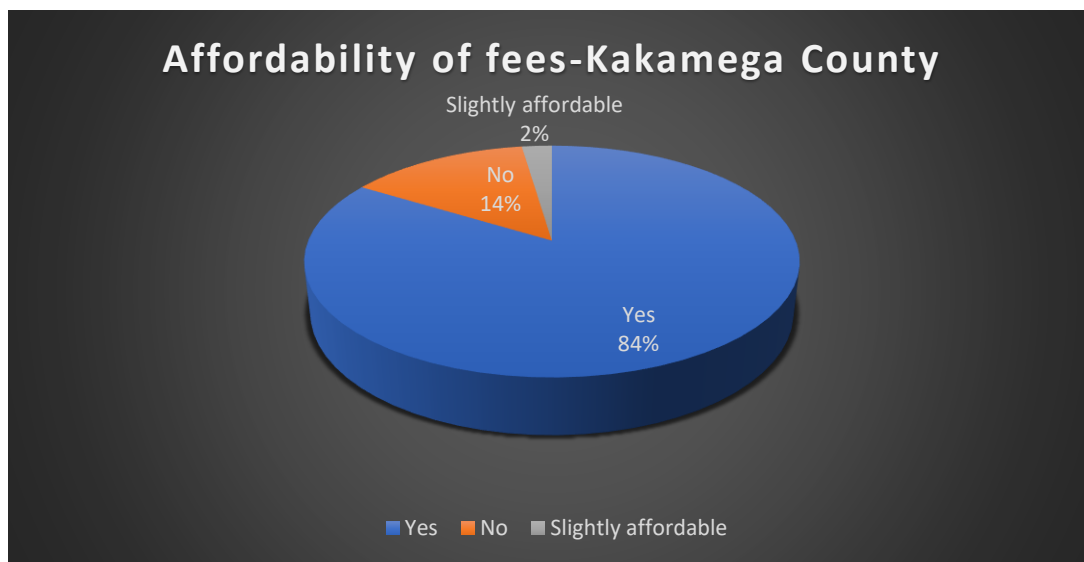
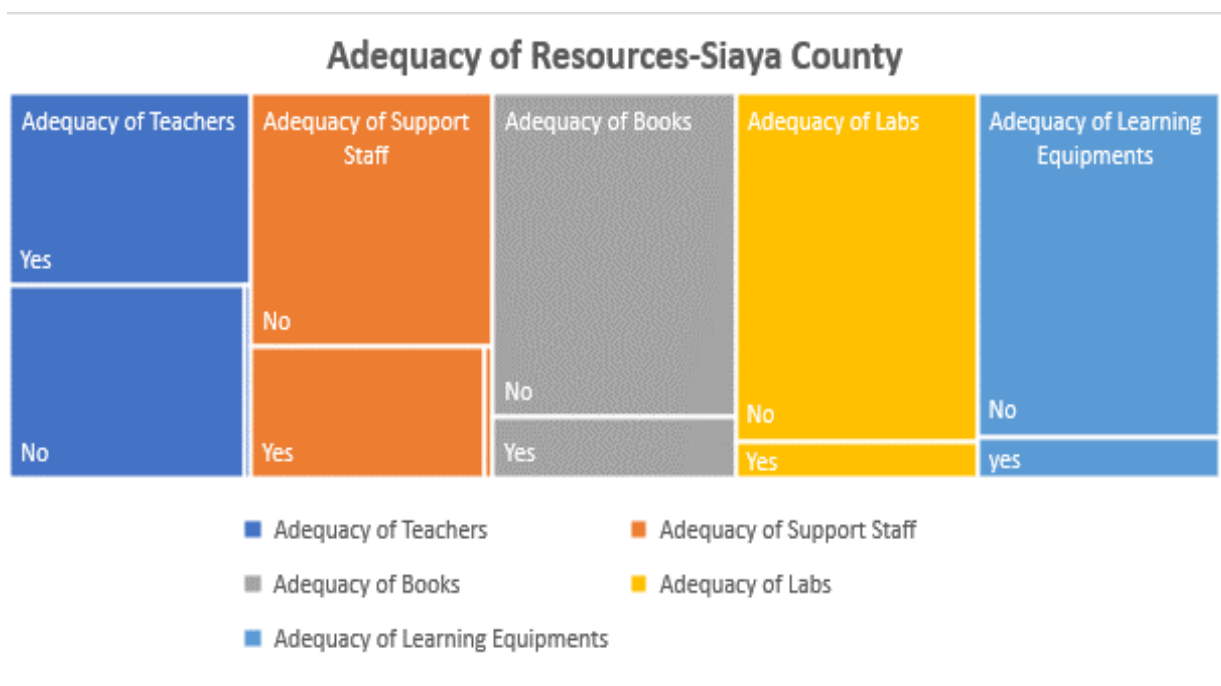


Figure 8: Fees Affordability Kakamega

2.1.4 Adequacy of Resources

Resource limitations emerged as a consistent concern across all stakeholder groups. In Siaya County, teachers are fairly adequate with 50% of students agreeing that they are adequate. The opinion on adequacy generally decreases on the support staff, with the least adequate resource being the learning equipment. Komoro, Lucy Unono, Ndira, Nyala and West Ugenya tvets seem to have large teacher inadequacy issue, as compared to other VTCs. Inadequacy of learning equipment cuts across all VTCs in Siaya County.



In Kakamega County;

Students reported that all the VTCs are experiencing inadequacy of resources, with Labs, learning equipment and books topping the list, as evidenced below

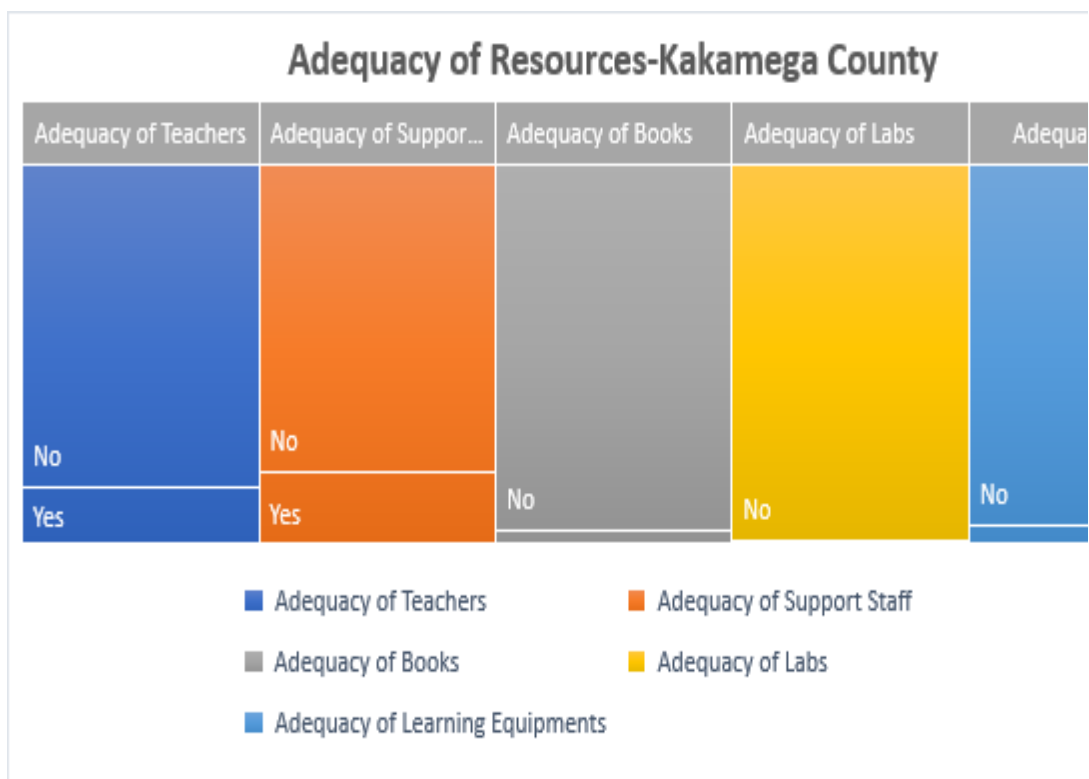
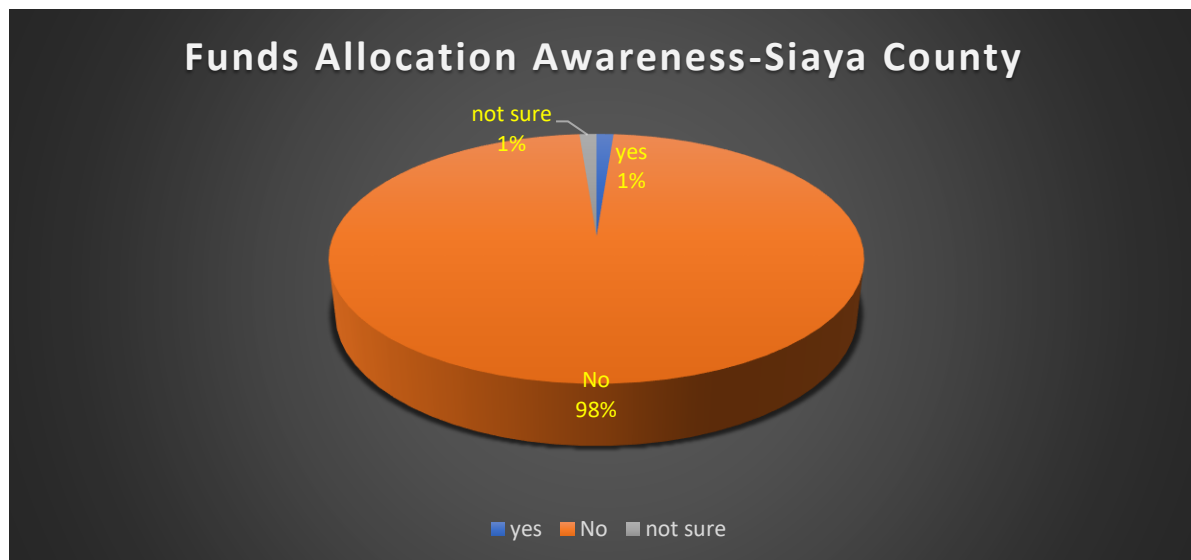


Table 10: Tree map of Resource Adequacy

Limited resources can negatively impact the quality of education and training provided by VTCs. Investigating resource allocation patterns and advocating for increased funding for essential resources like equipment, instructors, and classrooms is essential to ensure institutions have the necessary tools to deliver effective training programs.

Funds allocation awareness

98% of students in Siaya County do not know how much money is allocated to their respective Institutions. In Kakamega, this number stood at 94 %



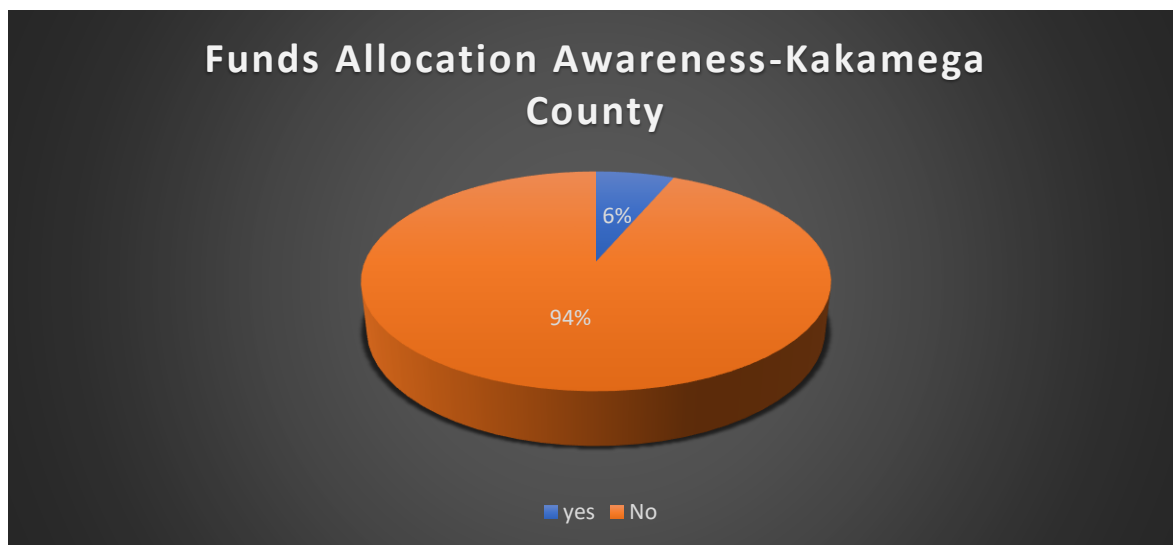


Figure 9: Funds Allocation Awareness

A troubling finding was the lack of awareness displayed by a large percentage of stakeholders, including students, parents, teachers, and even citizens, regarding funding allocated to VTCs and the details of development projects. This lack of transparency can breed distrust and hinder community engagement in supporting and overseeing VTCs.

Infrastructure Development awareness

71% of students in Kakamega county do not know of any development projects ongoing in their respective institutions. Only 29% were aware of such projects ongoing. Of those aware, 59.2% submitted that they did not know how the projects were funded. Only 17% of students know how much was allocated for the development projects in their institutions.

In Siaya County VTCs, 57% of students were not aware of any development projects in their respective institutions. 43% of students agreed that they were aware of such projects. Of those that were aware, 67 % did not know how the projects were actually funded.

The widespread lack of knowledge about finances and projects also points to clear communication gap between VTCs and the community. Student unawareness of development projects running in

institutions neither how they are funded points to a gap in information avenues on how to access such information, as well as inability of students to determine the accountability of the administration in school development, based on allocated finances.

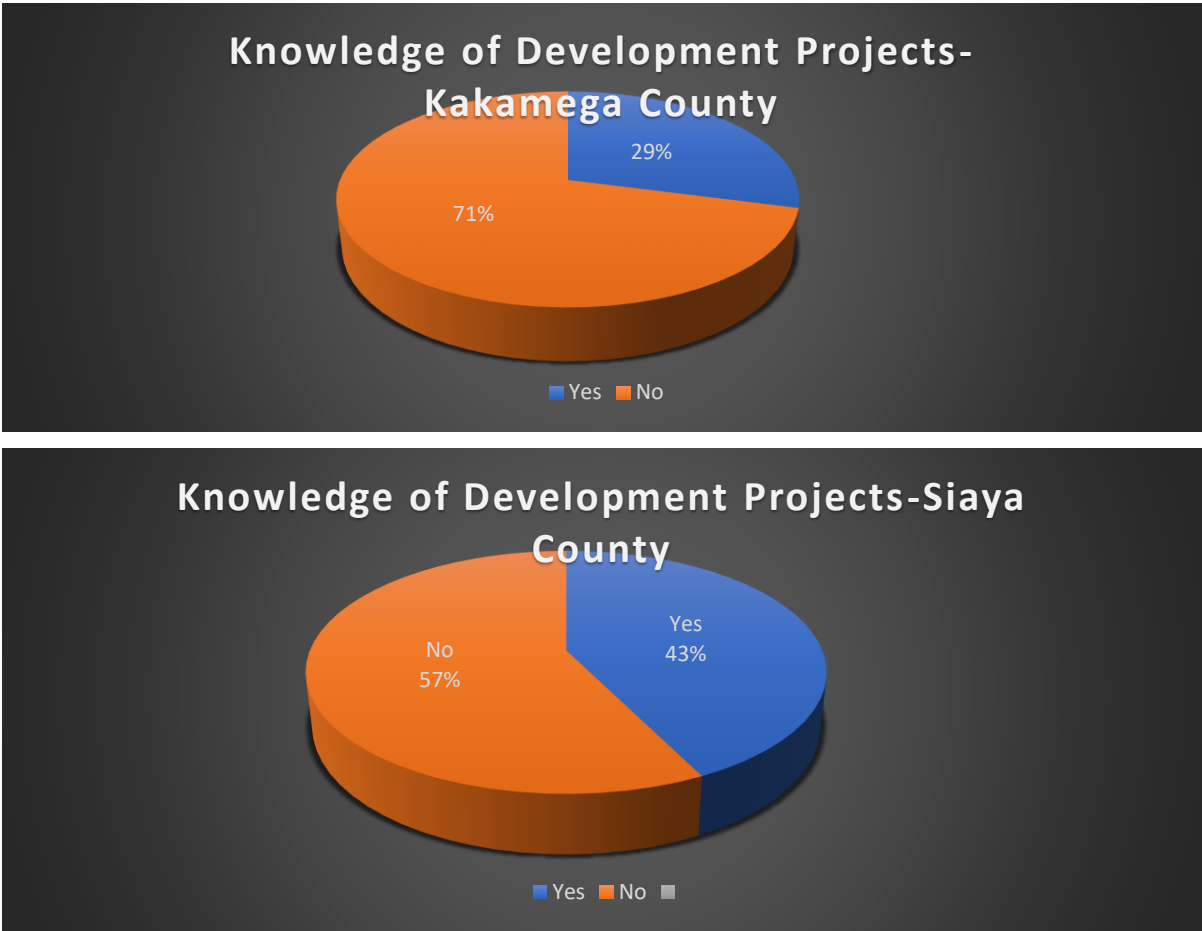


Figure 10: Development Projects Awareness

Quality of Service delivery

In Kakamega County, Among students surveyed, 78% express satisfaction with their institutions' services. Notably, those from Khisa, St. Paul Mutua, Mabanga, and Sheywe appear to exhibit higher levels of dissatisfaction. This underscores the need for further investigation to uncover the specific issues affecting these students. On the other hand, 79% of students in Siaya county are satisfied with the services offered at the centre. Students in Umala, Ndira and Komoro VTCs submitted that they were not satisfied with the services offered in their institutions.

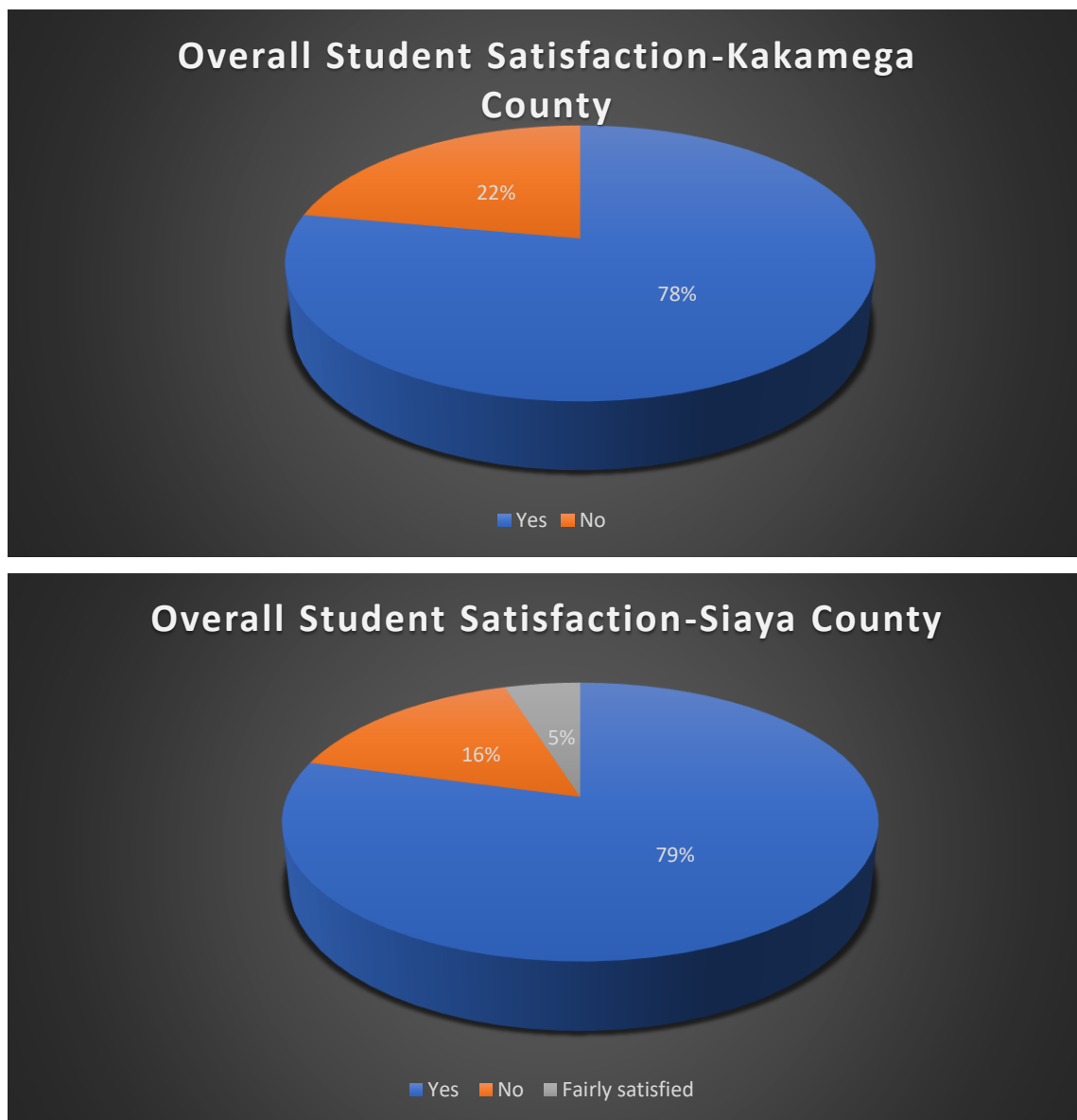


Figure 11: Overall Students Satisfaction

2.1.5 Areas of Service and Resource improvement.

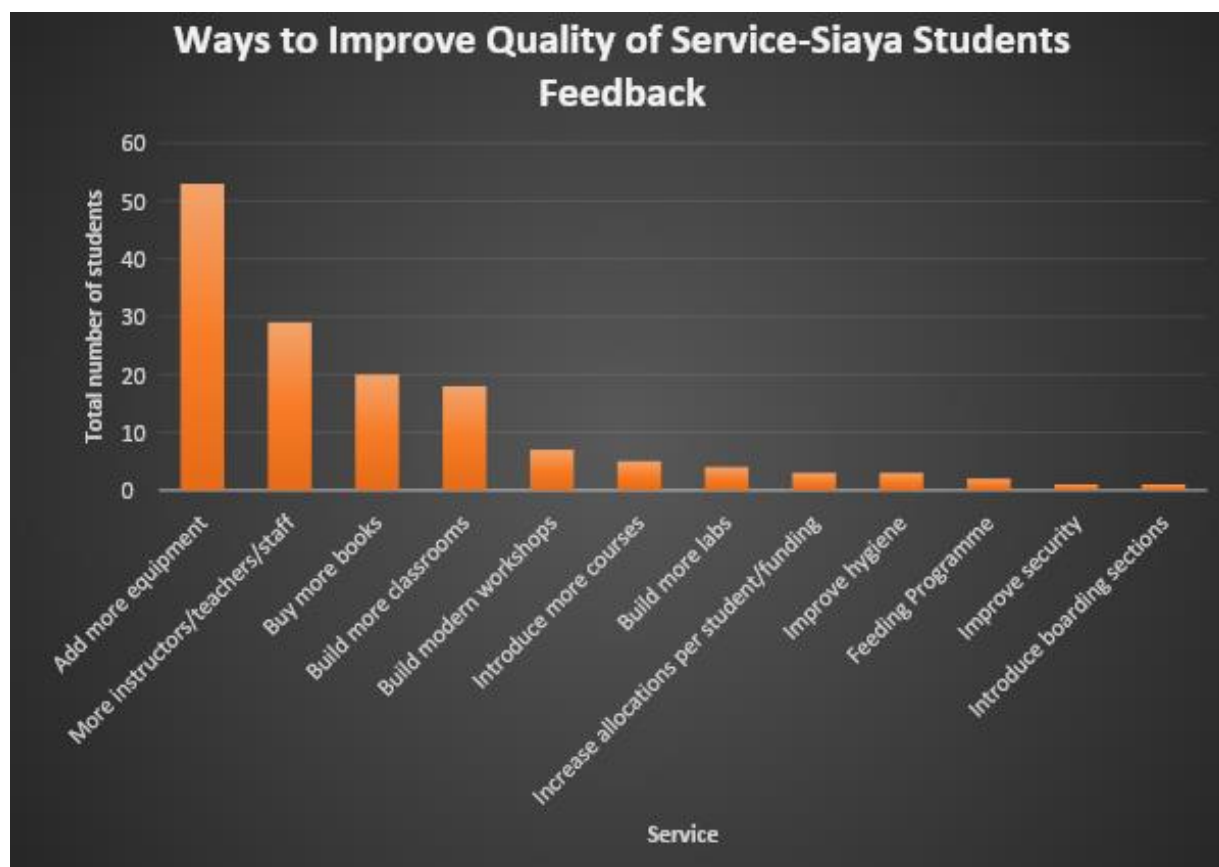


Figure 12: Key Areas that calls for Improvement, Siaya

In Siaya County, addition of more equipment, employing more instructors, buying more books and building more classrooms are the top ways in which students surveyed suggest, if implemented, will improve the quality of services offered by their respective VTCs in Siaya County.

Additional courses that were mentioned to be included in the curriculum are: plumbing and Driving, particularly for Midhine VTC.

Students mentioned the need for electrical equipment for those doing Electrical courses, particularly for Malunga & Nyala VTCs

One student from Mahaya VTC mentioned the need for internet access in schools, in order to access online materials

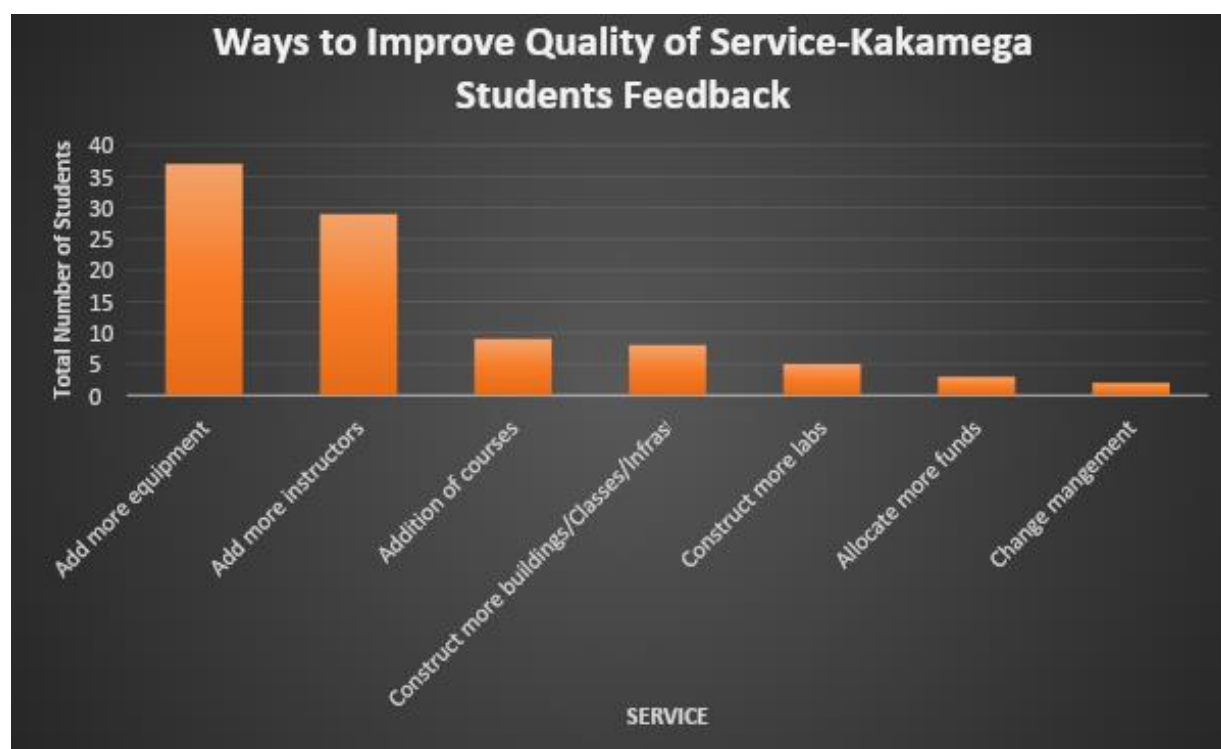


Figure 13: Key Areas that calls for Improvement, Kakamega

In Kakamega County;

Major improvement needed across all VTCs is to add more learning equipment, followed closely by more instructors/staff. 20% of Student from Sheywe and Bunyala suggested change of management. It is worthy also mentioning that a number of students would want more courses to be offered in their respective institutions

Infrastructure Needed but not Available at the Centre – Kakamega County

Institution	Infrastructure needed
BINYENYA COUNTY VTC	ICT lab, classrooms, administration block, workshop
BUNGASI COUNTY	fashion materials and equipment, practical labs, Vehicles, electrical materials, school canteen, hair dressing equipment
BUNYALA WEST COUNTY POLYTECHNIC	labs and equipment, workshops and tools
BUTALI CHEGULO	building materials and equipment, tools, vehicles

BUTSOTSO COUNTRY POLYTECHNIC	buildings, labs, equipment, vehicle
BUTUNYI COUNTY POLYTECHNIC	finish polytechnic construction, vehicles, labs, learning equipment
KAKAMEGA COUNTY POLYTECHNIC	buildings and equipment and labs, vehicles
KHISA COUNTY POLYTECHNIC	welding equipment, labs, driving school, carpentry equipment, dining hall,
MABANGA COUNRT POLYTECHNIC	add more courses, add more classes, labs, machines,
MUKHURU COUNTY VTC	buildings, labs and equipment, vehicles
MUSAMBA COUNTY POLYTECHNIC	buildings, labs and equipment
SHEYWE COUNTY POLYTECHNIC	learning materials for electrical courses, pit latrines, classrooms, vehicle labs and equipment
SHIOLAVAKHALI COUNTY	buildings, vehicles, labs and equipment
SOY COUNTY POLYTECHNIC	buildings, labs and equipment
ST PAUL MUTUA	land, equipment, furniture, examination fee, sporting activities, vehicle learning equipment
ST TERESA COUNTY POLYTECHNIC	labs, buildings and equipment, library, vehicles

Table 11: Urgently needed infrastructure; Kakamega

Infrastructure Needed but not Available at the Centre – Siaya County

Institution	Infrastructure needed
BOI VTC	Budlings/Classes and equipment
Eiden VTC	Vehicles, Labs, Equipment and Buildings
KOMORO	vehicles, classrooms, workshops, labs, books and equipment
LIGANWA VTC	conduits and cables, switches and sockets, braids and lime
LUCY ONONO VT	equipment and vehicles
MAHAYA VTC	building equipment, lab, vehicles, building stones, workshops,

MALUNGA VTC	Waterpoint, learning materials, machines, classes, workshops and staff office
MIDHINE VTC	masonry workshop shade, more repairs of machines and more machines, classes, labs, equipped laboratories
NAYA VTC	lab, equipment, electricity, water, toilet, classes, bricks, lime, stones, vehicles, sporting ground, carpentry workshop
NDERE VTC	equipment, vehicle for practical driving, classrooms, workshops,
Ndira VTC	Labs and equipment
NYALA VTC	workshop for plumbing, food and beverages, electrical beauty equipment, administration block, ICT equipment, classes
RANGALA VTC	more buildings, equipment
SEGA VTC	hair dressing equipment, labs, classes, machines in different workshops
UMALA VTC	practical materials, mini trunk conduits, threads, sockets, switches, wires, sewing machines
WEST UGENYA V	playing ground for games and sports and labs

Table 12: Urgently needed Infrastructure, Siaya

2.1.6 Students' participation in Administration

Across the two counties, averagely, 68% of students participate in the administration of the institutions. Majority in student councils and assembly meetings as participatory methods. Clearly, students in these two counties do understand how they can participate in the administration of their institutions. 65% of students in Siaya County participate in Student Administration.

17 % mentioned assembly meetings and 15% through Student councils

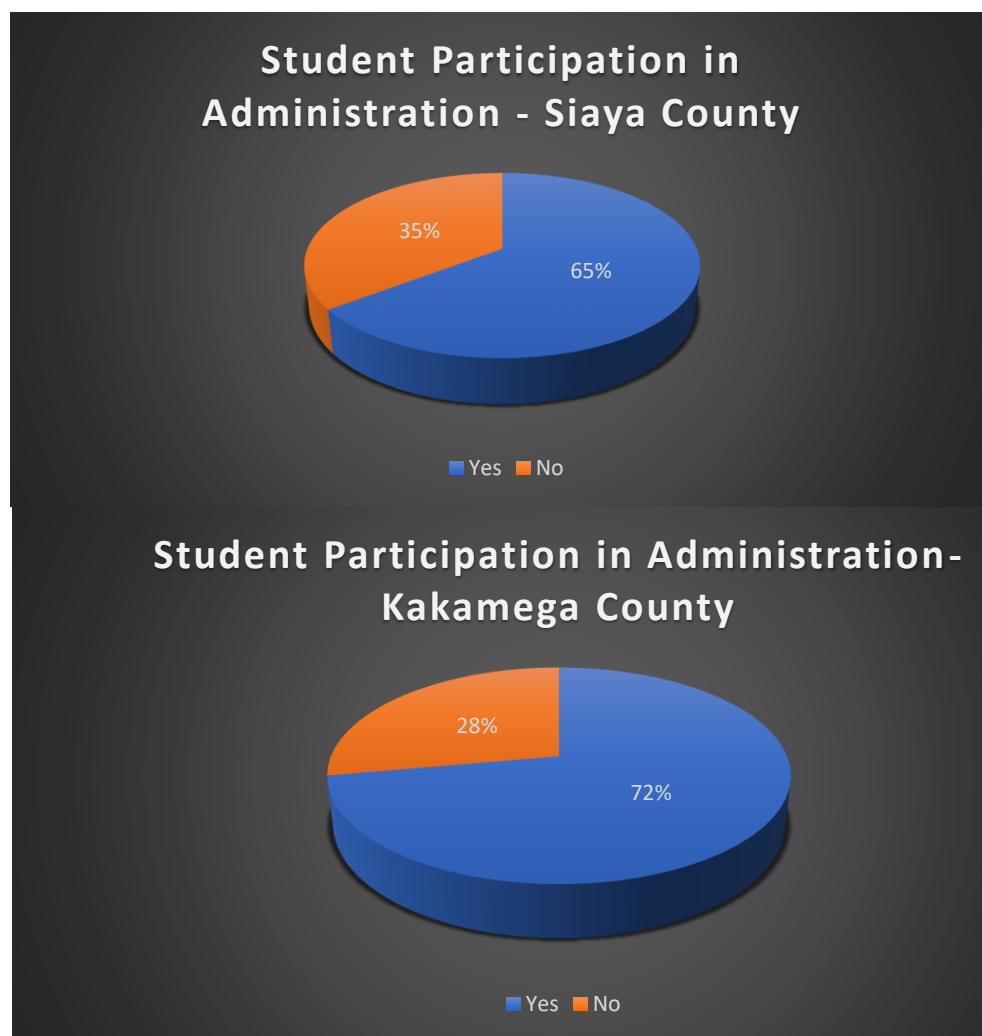
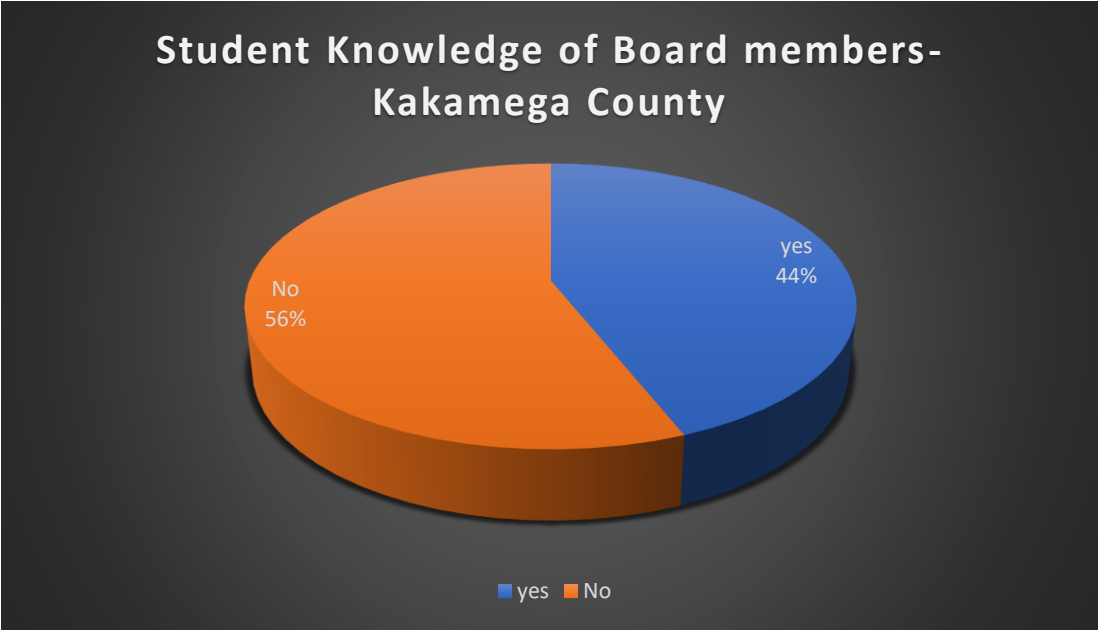


Figure 14:
Participation of
Students in matters
Administration

2.1.7 Knowledge of Board Members



All students in Bunyenya VTCs know 12 of their board members
Students from Bungasi, Kakamega, Mukhuru and Musamba VTCs do not know any of their board members. 56% of students in Kakamega county VTCs do not know any of their board members.

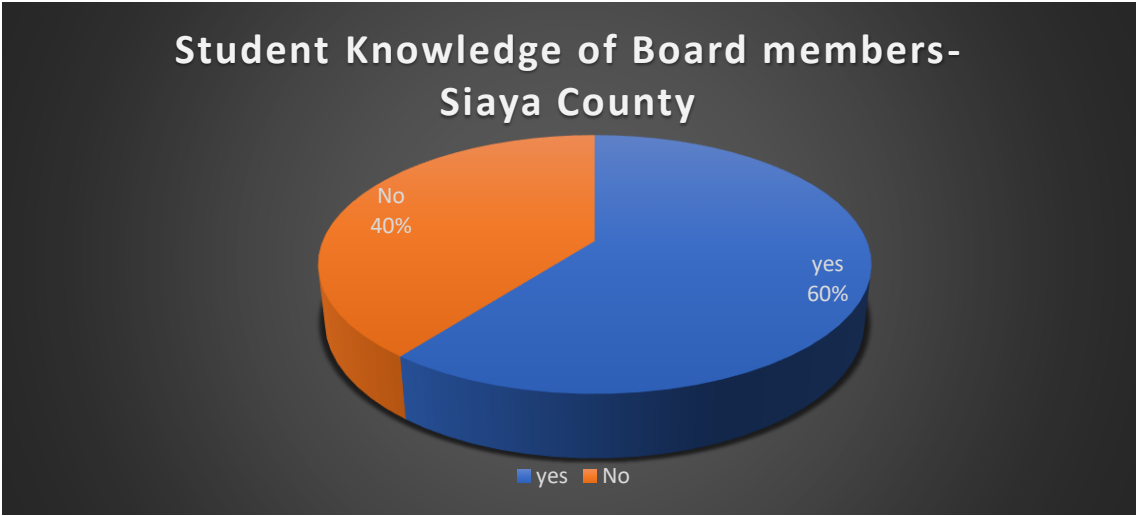


Figure 15: Students Knowledge of Board Members

60% of students in Siaya County know at least one of their board members. Liganwa and Boi VTC students do not know their board members.

2.2 Parents and Citizens Feedback

2.2.1 Participation in Administration

In Siaya County, 62% of sampled parents participate in administration. Of these, 59% participate through AGM, while 29% do so during planning meetings. 84% of parents feel satisfied in their participation of respective VTC matters. 57% of citizens participate in the administration of the CVTs, majorly through AGMs

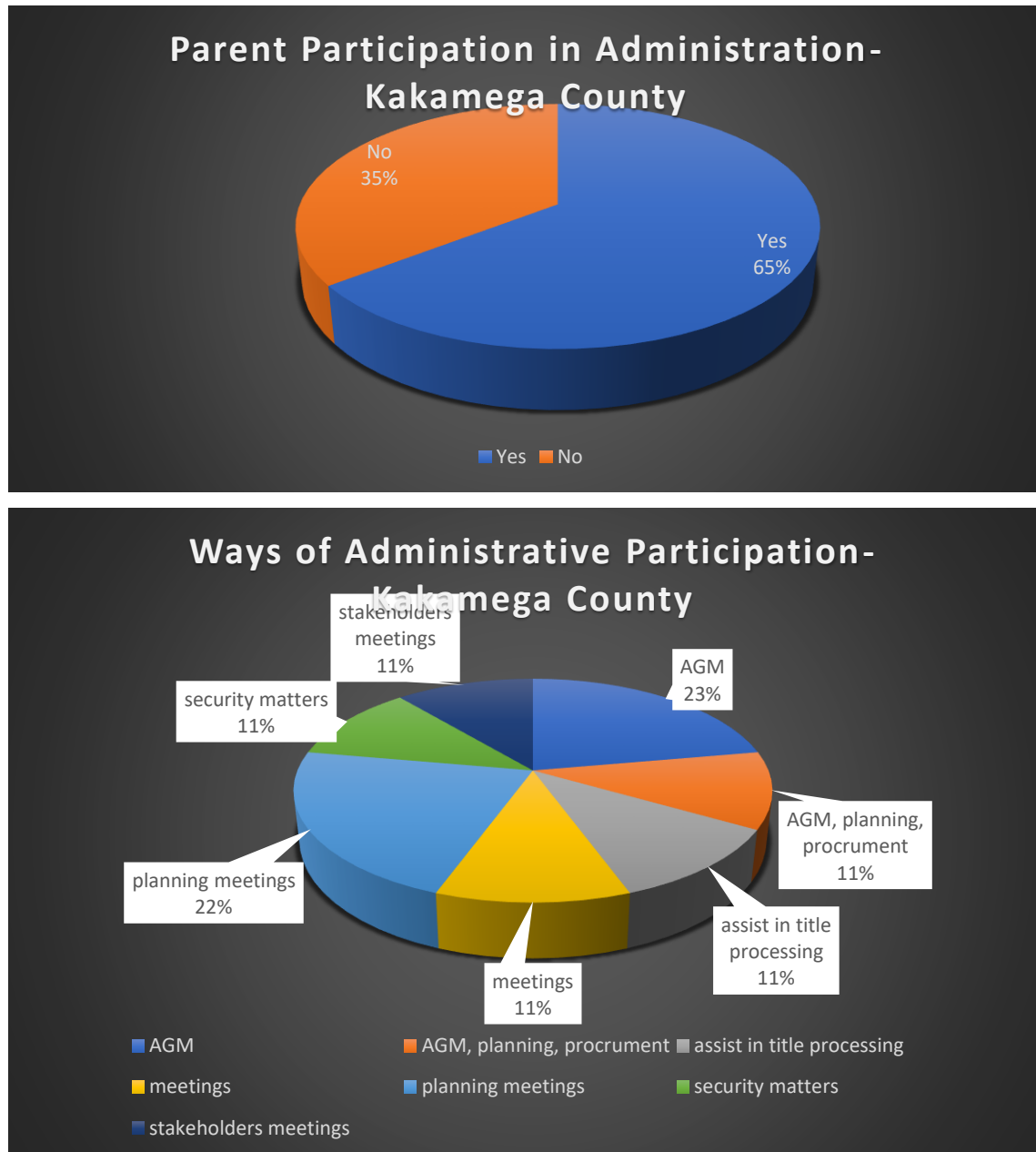
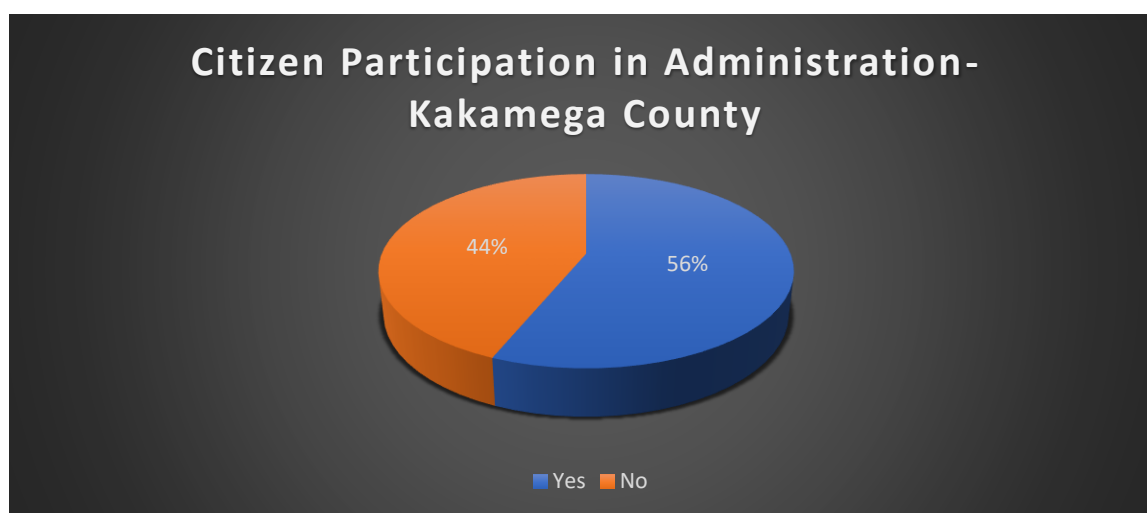
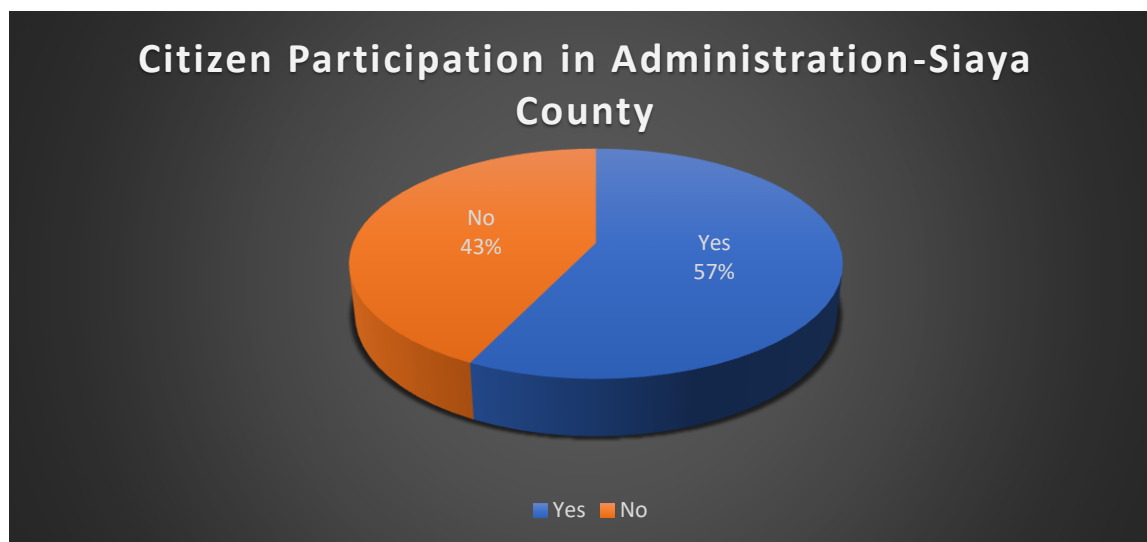


Figure 16: Parents Participation in matters Administration, Kakamega

In Kakamega county, 65% of parents and 56% of citizens participate in administration, majorly through AGM meetings.



2.2.2 Fairness of Fee Structure

In Kakamega County, 69% of parents perceive the current fee structure as unfair, contrasting with the 29% who hold a different view. Among those who consider the fee structure fair, 59% can afford it, while 41% cannot."

In Siaya County, 14% of parent/ citizens and find the fee structure fair while 86% submitted that it was unfair. Of those that find it to be fair, 86% said that they could actually afford it.

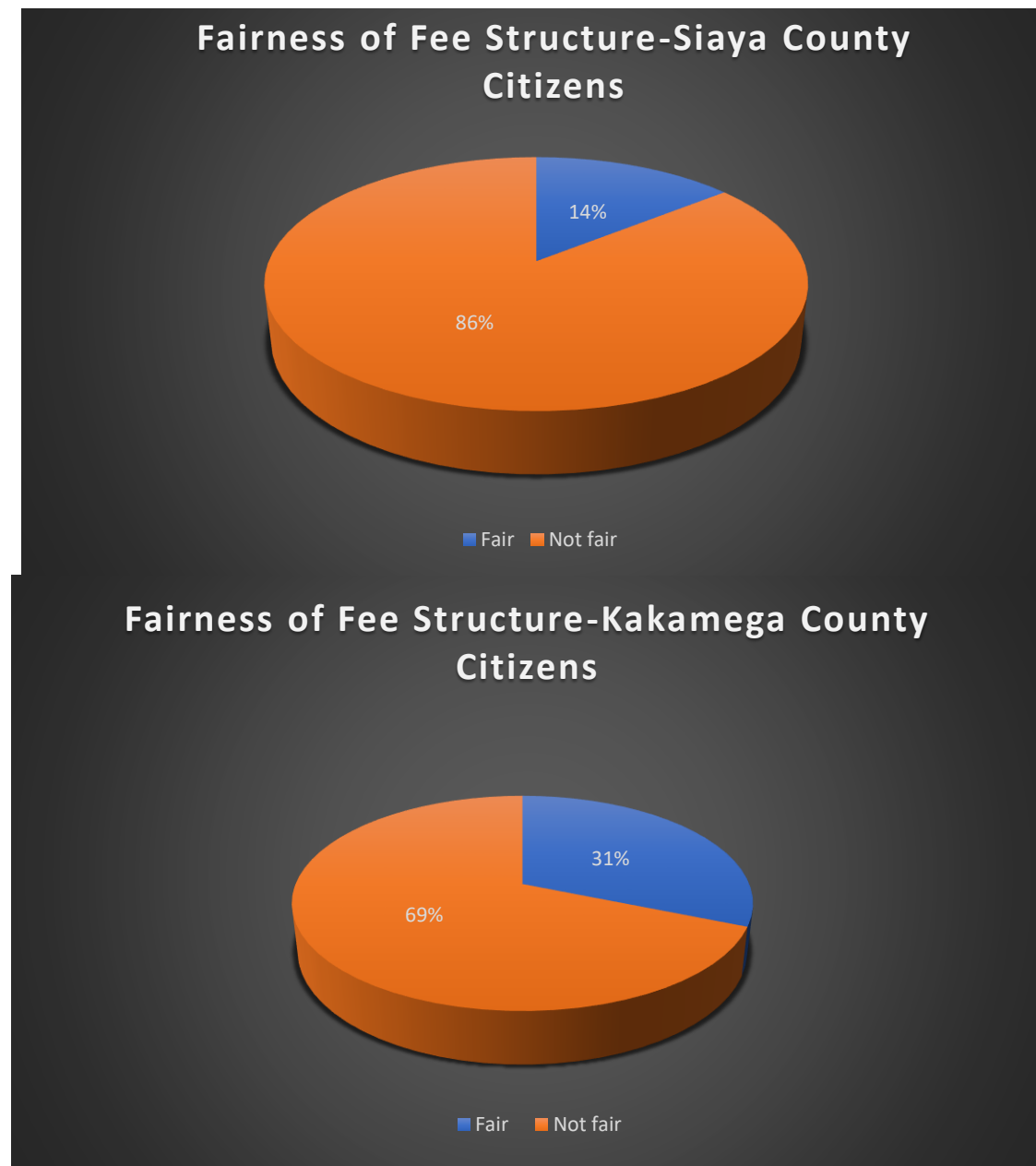


Figure 17: Parents opinion on Fairness of Fees Structure

2.2.3 Development of Fee Structure

- An overwhelming average of 77% of parents reported that they are neither aware of nor involved in the development of fee structures within TVETs in their respective areas.

- These findings shed light on a significant gap between educational institutions and parental engagement, highlighting a potential disconnect in communication and collaboration.
- The lack of parental involvement in fee structure development not only raises questions about transparency within these institutions but also underscores the importance of fostering stronger ties between schools and parents for the betterment of educational practices.
- Efforts to bridge this gap and increase parental awareness and participation could lead to more inclusive and informed decision-making processes within the TVET system, ultimately benefiting both students and their families.

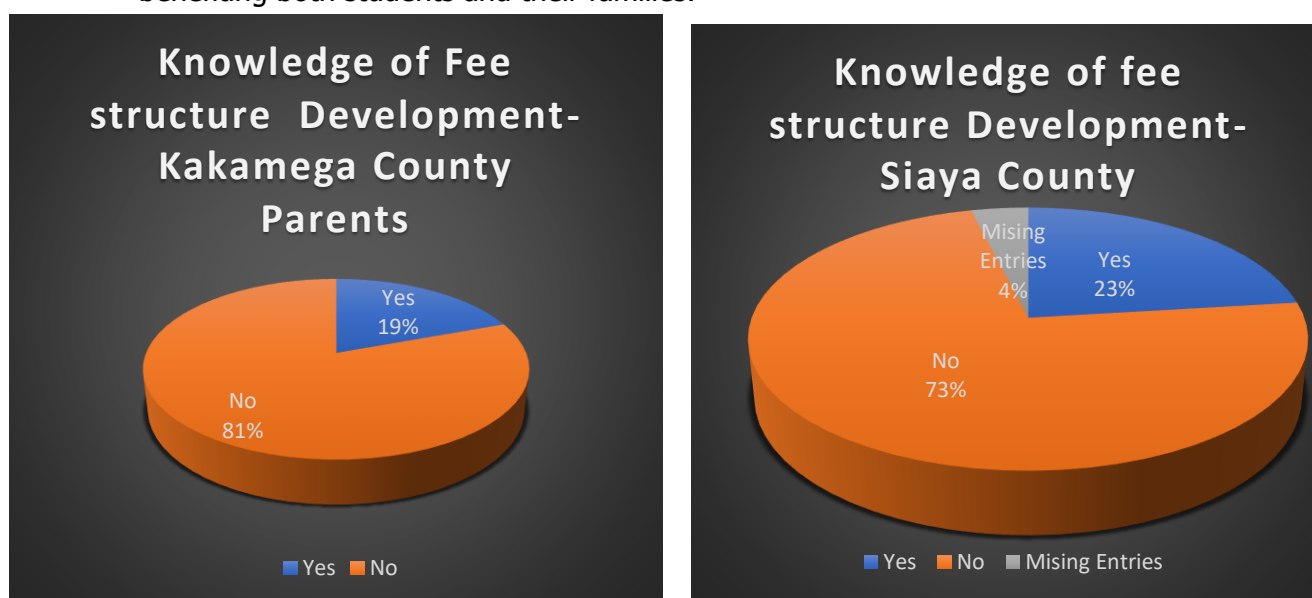


Figure 18: Parents Involvement in fee-structure development

2.2.4 Funds Management

In Siaya County, a startling lack of awareness persists among parents regarding the financial aspects of Technical and Vocational Education and Training (TVET) institutions. An astounding 100% of parents are unaware of the allocated funds or the actual amounts received by TVETs in the county, let alone the expenditures incurred. For those who do seek information, only half of the parents (50%) are aware of where to access details regarding the monetary aspects of VTCs, implying that financial information is not publicized for access. They identify potential sources of information as the Board of Management, the center managers, and the teachers. This data reveals a pressing need for improved transparency and communication channels between TVETs and parents in Siaya County.

Similarly, in Kakamega County, a parallel situation exists where parents are largely uninformed about the financial workings of TVET institutions. Parents in this county also lack knowledge regarding the allocated funds, received amounts, and expenditures made by TVETs. Efforts to enhance awareness

and transparency are crucial here as well. The findings from both Siaya and Kakamega Counties underscore the necessity of initiatives aimed at educating parents about the financial aspects of TVET institutions, ensuring they are well-informed stakeholders in the educational process.

2.2.5 Knowledge of Development Projects

In Kakamega County, 71% of parents are not aware of any development projects being undertaken in the VTCs. Of the 29% that are aware of the projects, 70% do not know how they are funded. As for the citizens, 81% are not aware of any development projects being undertaken in the VTCs in their localities, neither how they are funded.

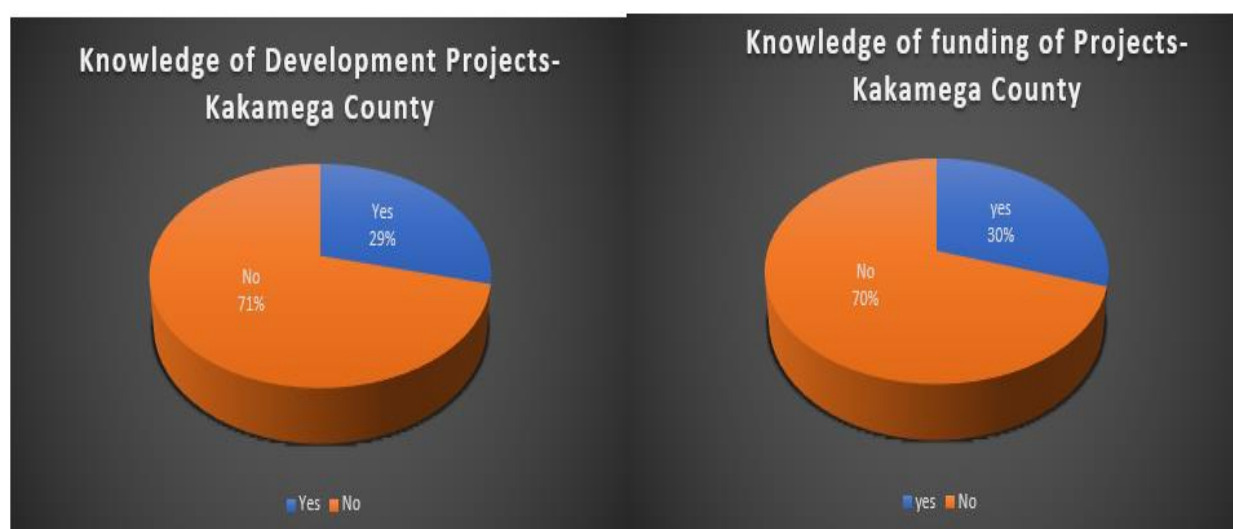


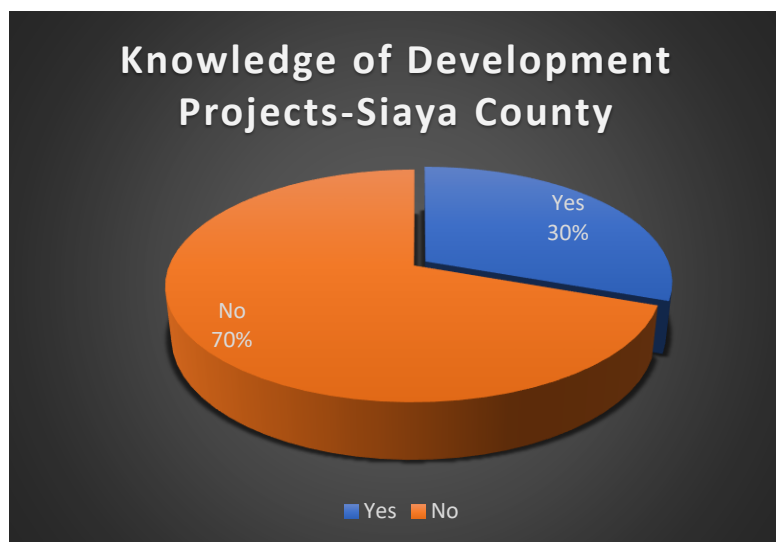
Figure 19: Development project awareness

In Siaya County, 70% of parents and 94% of citizens are not aware of any development projects ongoing in VTCs, neither how they are funded.

Complaint Management and Resolution

Parents in Siaya County provided the following avenues through which they lodge complaints;

- Reporting to centre managers
- Calling for meetings



- Through Teachers
- Through parent meetings
- Individual school visits
- Through suggestion boxes
- County education offices

Major complaints previously lodged by parents in Siaya County include;

- Little capitation from the government
- lack of enough materials
- provision of electricity
- tough instructor

88% of parents in Siaya County expressed dissatisfaction with the current mechanisms for addressing their concerns within these educational facilities.

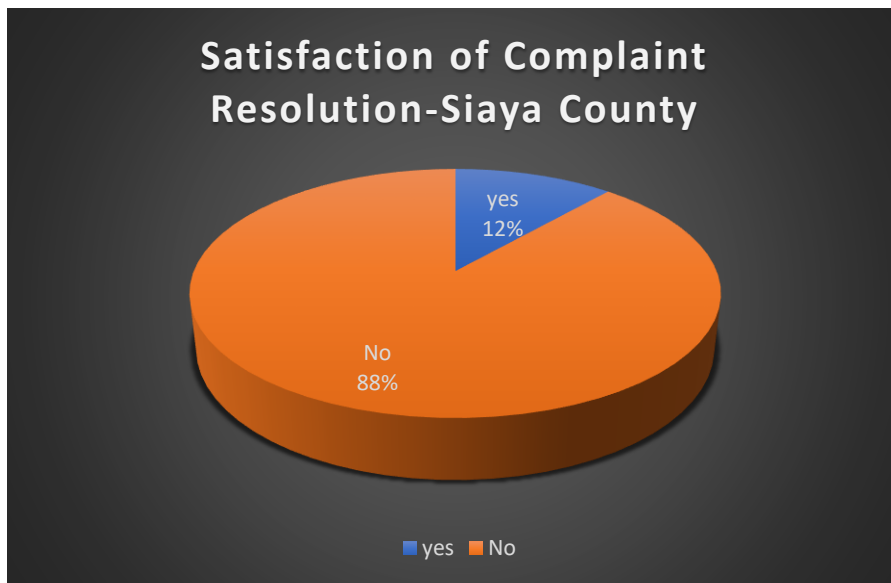
In Kakamega County; 29% of parents in Kakamega County are satisfied with the services offered at the VTCs.

Parents are a crucial stakeholder group in the educational system, and their dissatisfaction with complaint resolution processes signals potential gaps in communication, transparency, and accountability within Siaya County's TVETs. It is evident that the current methods of handling complaints are not meeting the expectations of the majority of parents, highlighting the importance of reassessing and possibly restructuring these processes.

Efforts should be made to establish more accessible and transparent channels for parents to voice their concerns and receive timely and satisfactory resolutions. This might include implementing clear procedures for submitting and tracking complaints, ensuring that feedback is provided to parents throughout the resolution process, and offering avenues for appeal if necessary. By addressing these concerns, Siaya County's TVET institutions can foster greater trust and collaboration with parents, ultimately enhancing the overall quality and effectiveness of technical and vocational education in the region.

2.2.6 Access to Information

The most preferred platform for obtaining information on VTCs by parents was the Board/Administrators 41%; this was followed by community members /social Interaction at 26.4% and Chief Barazas at 16.67% respectively. Only 3.56% of parents indicated using WhatsApp/Facebook as their sources of information. Other platforms mentioned were radios, friends, chief barazas, board of management and teachers. Parents who would wish to get information concerning development and infrastructure in their respective VTCs would ask either the principal or the board of management.



The most common platforms used by students were the community notice boards at 37.3% followed by WhatsApp and VTC/ County websites at 23.81% and 19.05% respectively.

The majority of the citizens indicated radio as their most preferred platform for obtaining information 52.9%.

2.3 Teachers Feedback

2.3.1 Participation in Administration

74% of teachers in Siaya County participate in Administration of the TVETS, majorly through AGM and Procurement meetings.

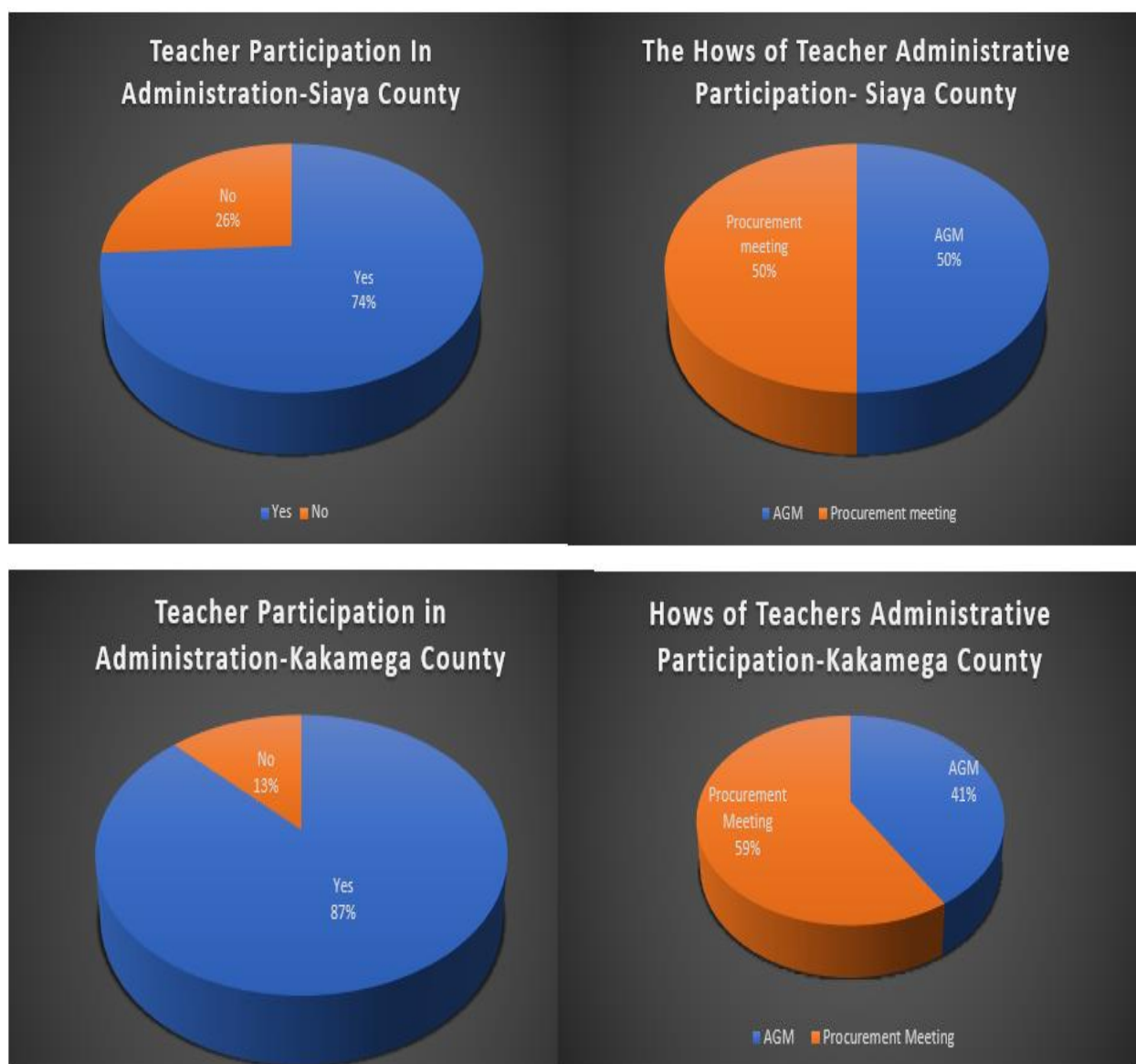


Figure 20: Teacher's involvement in matters Administration

In Kakamega County;

88% of teachers in Kakamega County participate in the administration of the TVETs, 59% through procurement meetings and 41% through AGMs, as depicted above;

2.3.2 Stakeholder Engagement

Teachers in Siaya County engage with stakeholders, 80% through Dialogue meetings, 10% through AGMs and 10% through public barazas.

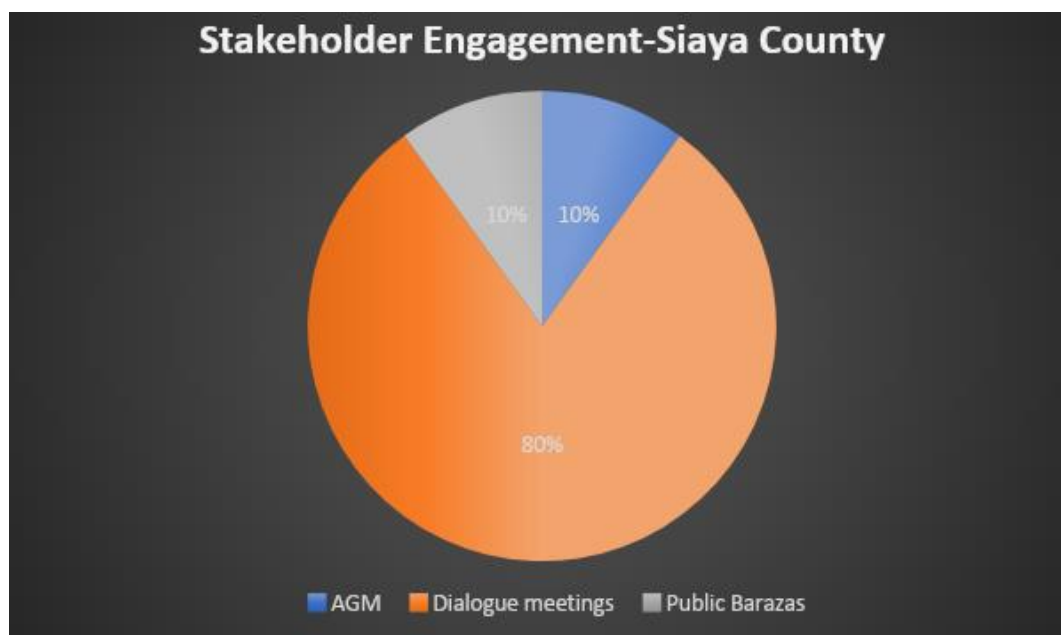


Figure 21: Stakeholders Engagement

In Kakamega county, all teachers reported that they participate in stakeholder engagements through meetings.

The recommendation is to determine how often the meetings in both counties are held, and hence how often teachers engage with stakeholders.

Frequent engagements are important to ensure that issues, if any, are raised in time and that accountability is ensured.

Engaging with stakeholders once in a year through AGMs is not a recommended mechanism.

2.3.3 Fee Structure Development

76% of teachers in Siaya County submitted that the fee structures in their institutions are developed by the board of Management. 24% do not know how the fee structure development process is carried out, for their respective institutions.

50% of teachers in Kakamega County affirm that the fee structure is developed by the board of management, 25% affirm that is done by the County education board and 25% do not know how it is developed.

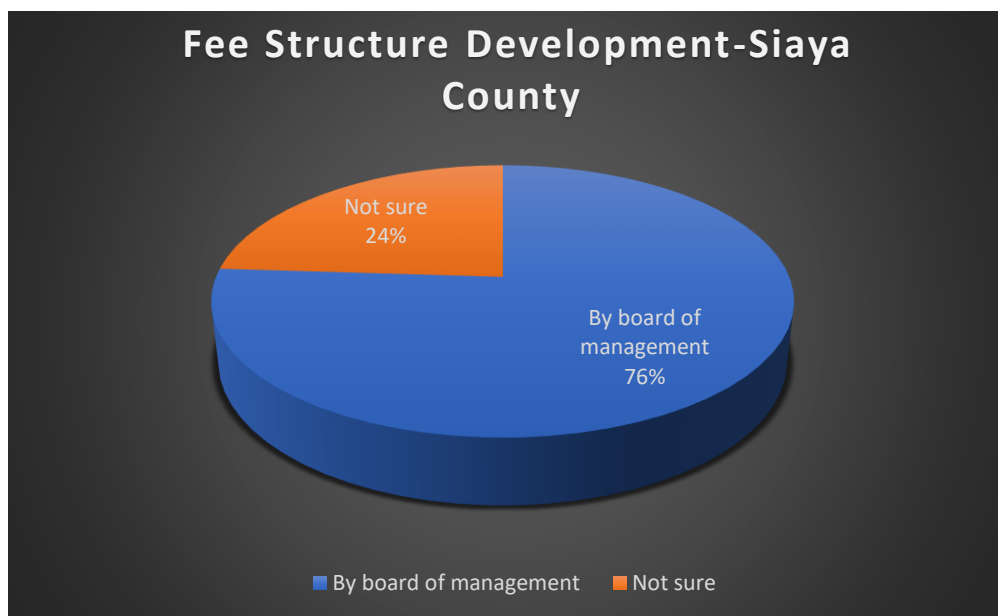
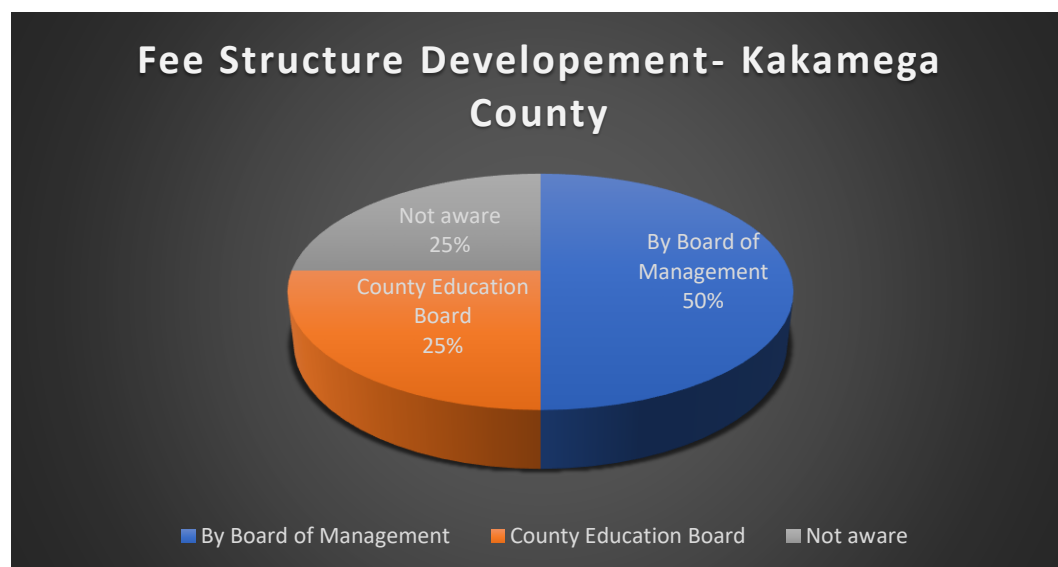


Figure 22: Fee Structure Development



The varying perspectives among teachers indicate a potential issue of transparency or communication regarding the determination of fee structures. To tackle this, it is advisable for counties to establish explicit guidelines and procedures for formulating fee structures in TVETs. This initiative should encompass defining the responsibilities of the board of management and the County education board in this regard, while also ensuring active engagement and communication with teachers throughout the process.

Both counties would benefit from standardizing the process of fee structure development in TVET institutions and ensuring that teachers are well-informed about this process. Transparent and clearly communicated procedures will not only foster trust among teachers but also ensure that fee structures are fair, consistent, and reflective of the needs of the institutions and the students they serve.

2.4 Courses

Which courses are offered within the institutions

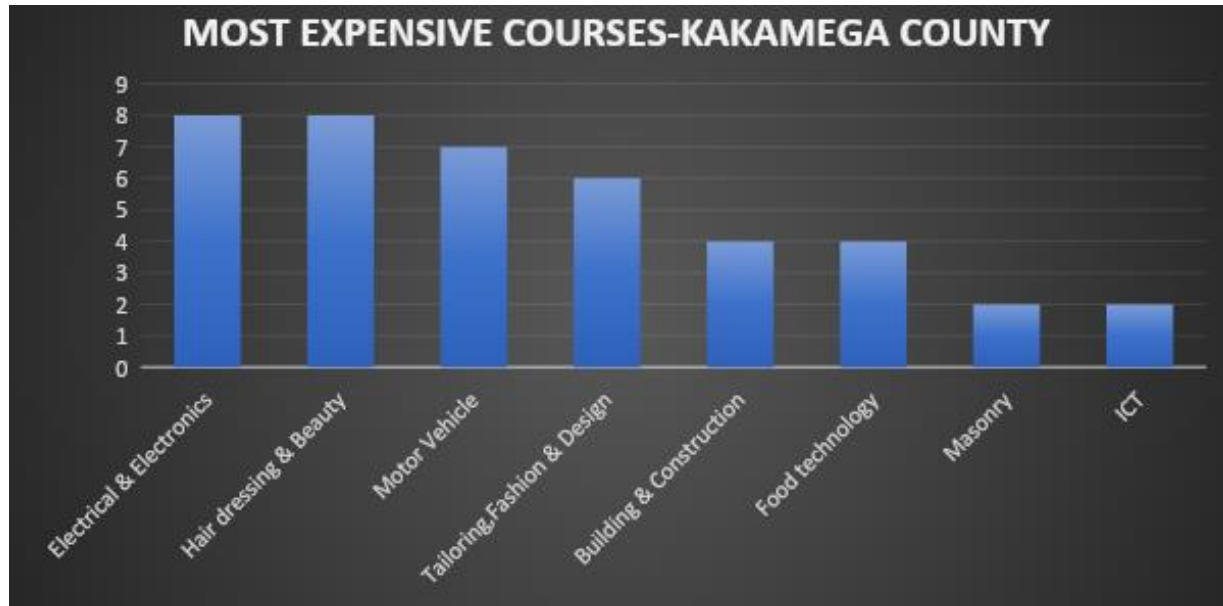
The graphs below show all the courses offered by institutions in Siaya and Kakamega Counties.



Figure 23: Courses Offered

Which are expensive courses in terms of fees

According to the teachers in Kakamega County, the most expensive courses are Electronics, Hair dressing & Beauty and Motor Vehicle. The graph below gives a better visual of courses, from the most expensive to the least expensive.



In Siaya County, the most expensive courses are Electrical & Electronics, Hair dressing, Tailoring Fashion & Design, as visualized below.



Figure 24: Order of Courses in terms of Cost

2.4.1 Market Course Demand

Teachers in the two counties mentioned Hair dressing & Beauty and Tailoring & Fashion design as the most demanded areas. This is because they require little capital to start and there is already market for these skills. They are also a faster source of self-employment after completion.

The course demand is clearly indicated in the graphs below, from the most demanded to the least demanded in the respective counties.

Teachers in Siaya County also mentioned plumbing as the third most demanded course, due to insufficient supply of plumbers in the market. This makes it worth investing into.

It is also worth noting that Kakamega teachers mentioned electronics as the third most demanded course in the region. This is due to the service demand in the locality.



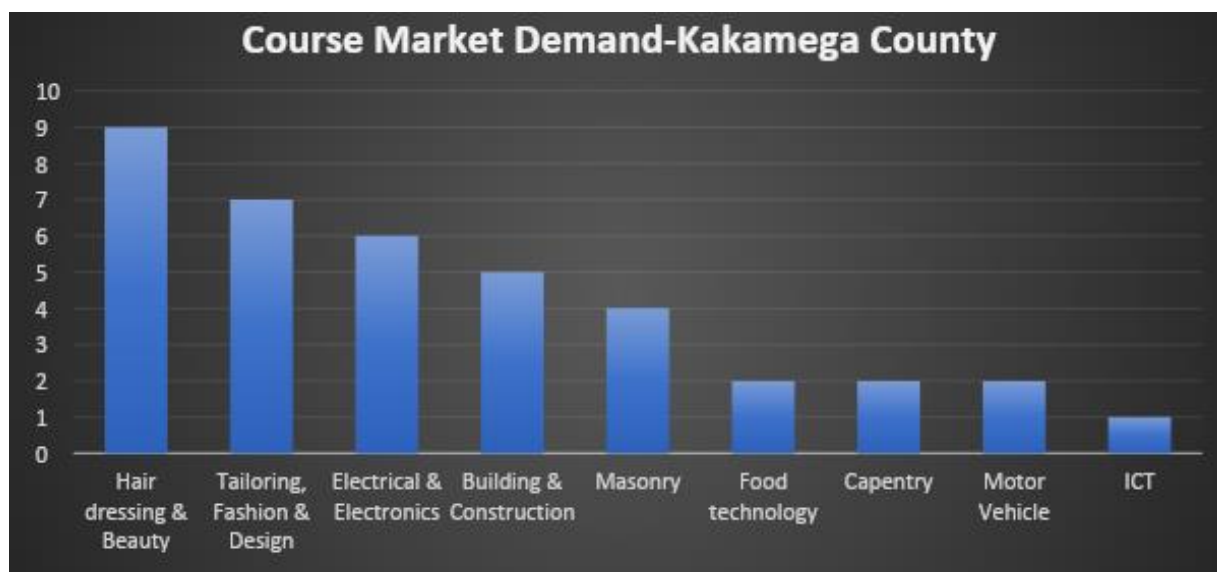
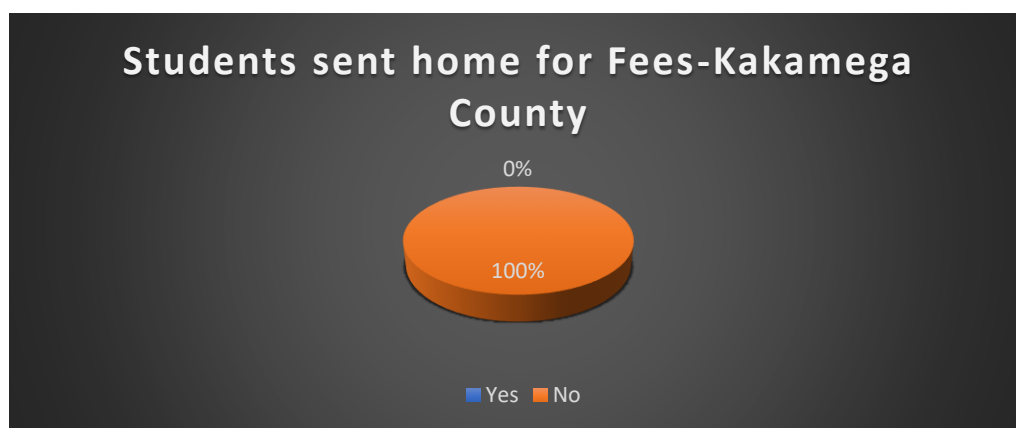


Figure 25: Course Market Demand

2.4.2 Are students sent away from school due to fees?

All teachers in Kakamega county confirmed that no students were sent home for fees, in the last academic year.



In Siaya County, notable trends have surfaced regarding the influence of school fees on students' educational pursuits. Based on reports from teachers, during the previous academic year, a significant 67% stated that certain students were sent home from Technical and Vocational Education and Training (TVET) institutions due to outstanding fees. Conversely, 33% of teachers expressed a differing viewpoint, highlighting a divergence in perspectives on this matter.

The data underscores a significant challenge faced by students in Siaya County, where a considerable portion of the student population has been affected by the inability to pay school fees. When students are sent home due to unpaid fees, it not only disrupts their education but also hampers their ability to progress and succeed in their chosen fields of study.

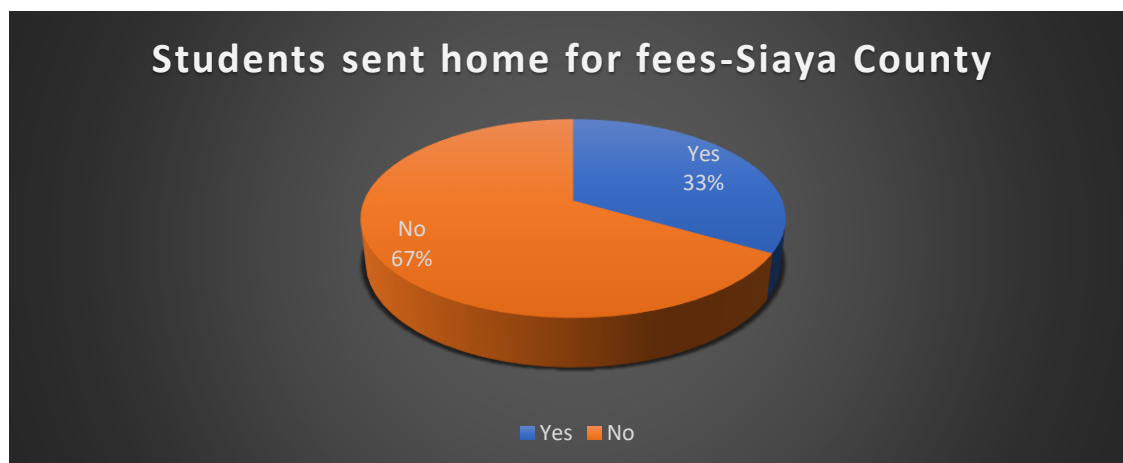


Figure 26: Information on whether students are sent home for Fees

2.4.3 Adequacy of Resources

Resource adequacy is a major problem affecting VTCs in Siaya County, from support staff and teacher shortage cutting across the other resources.

Shortage of support staff poses a strain on the daily operations of VTCs. Shortage of teachers leads to larger class sizes, increased workloads for existing staff, and compromised learning experiences for students. Teacher-student ratios can hinder personalized instruction, limit opportunities for practical training, and impact the quality of education provided.

These challenges are further compounded by the insufficient availability of other resources such as instructional materials, equipment, and technology. Outdated or inadequate resources also hinder the delivery of modern and relevant technical and vocational education, limiting students' exposure to industry-standard practices and technologies.

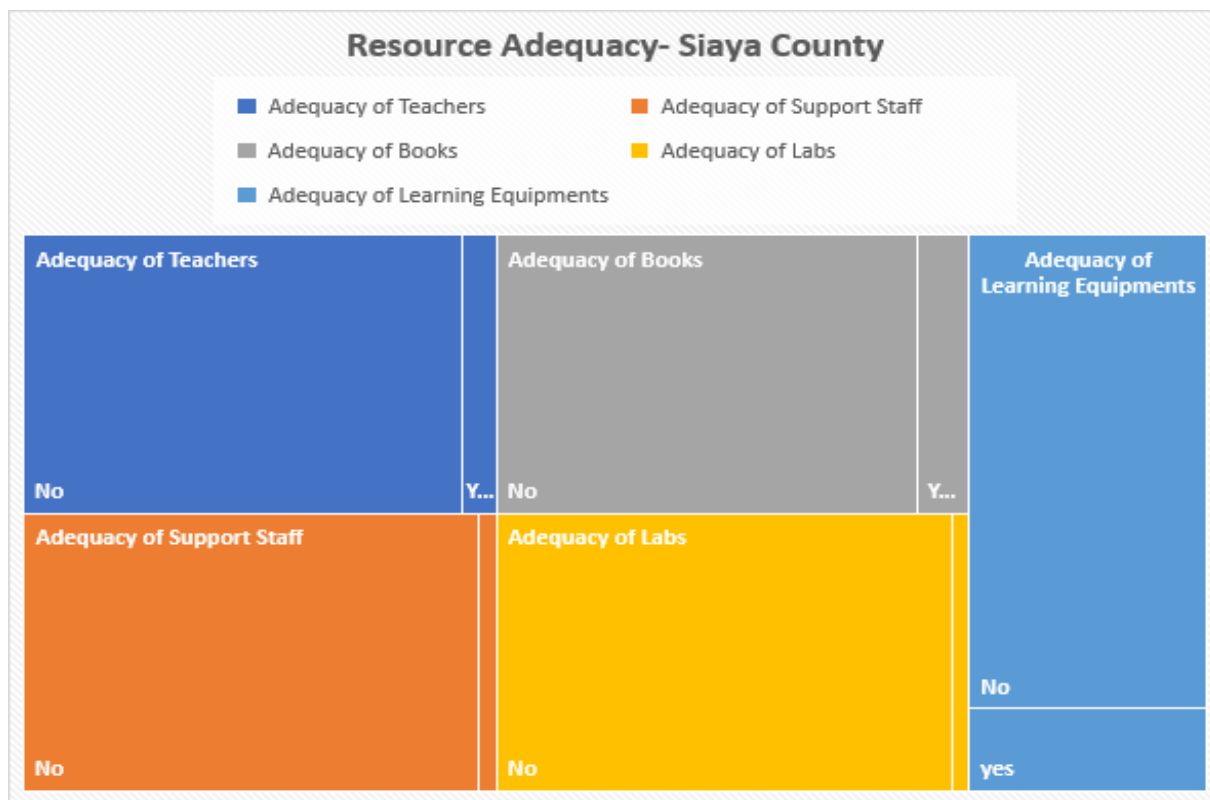
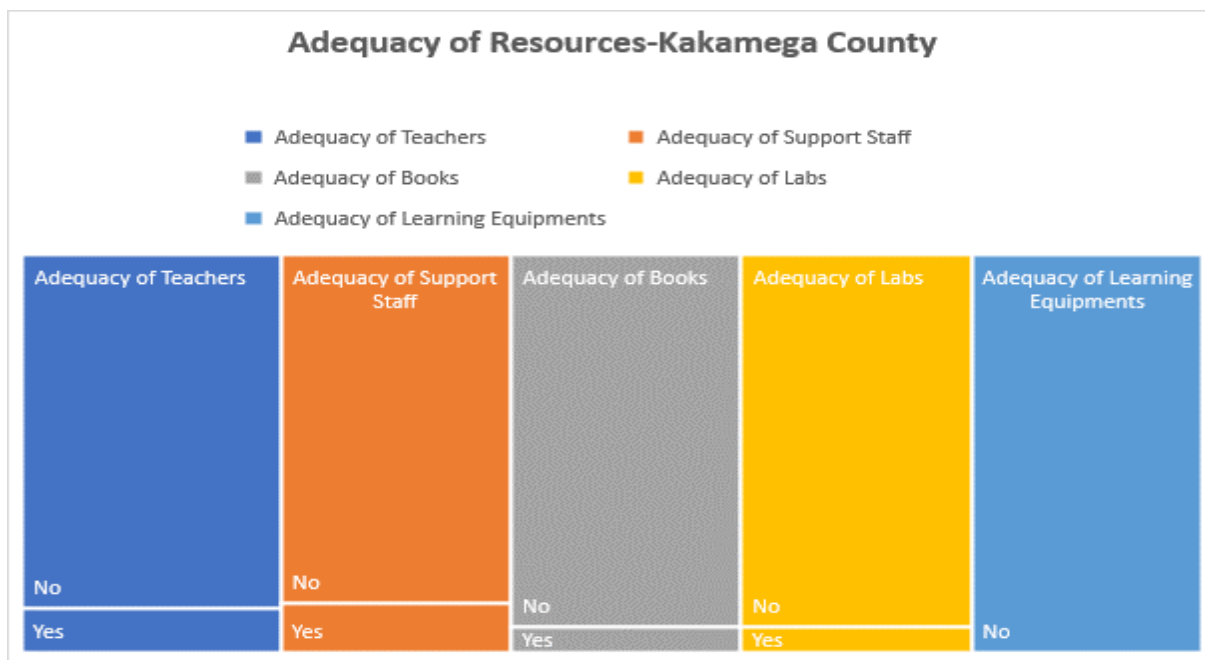


Figure 27: resource Adequacy

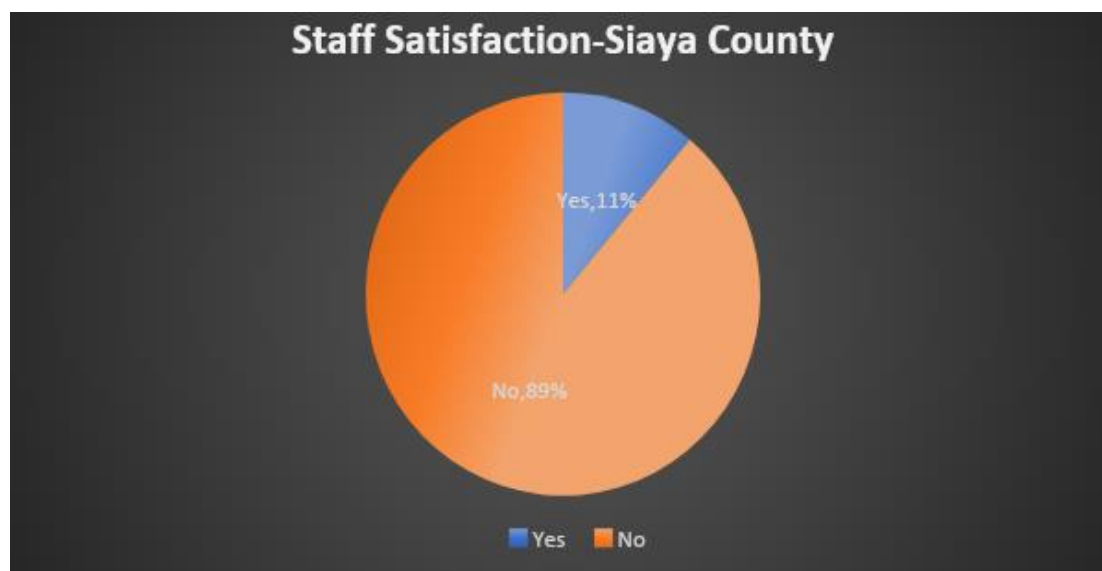
In Kakamega County, a pressing issue faced by the VTCs institutions is the lack of sufficient resources, with inadequate learning equipment being the major concerns. This shortage of essential learning tools and equipment significantly hampers the ability of TVETs to deliver effective and practical education to students.

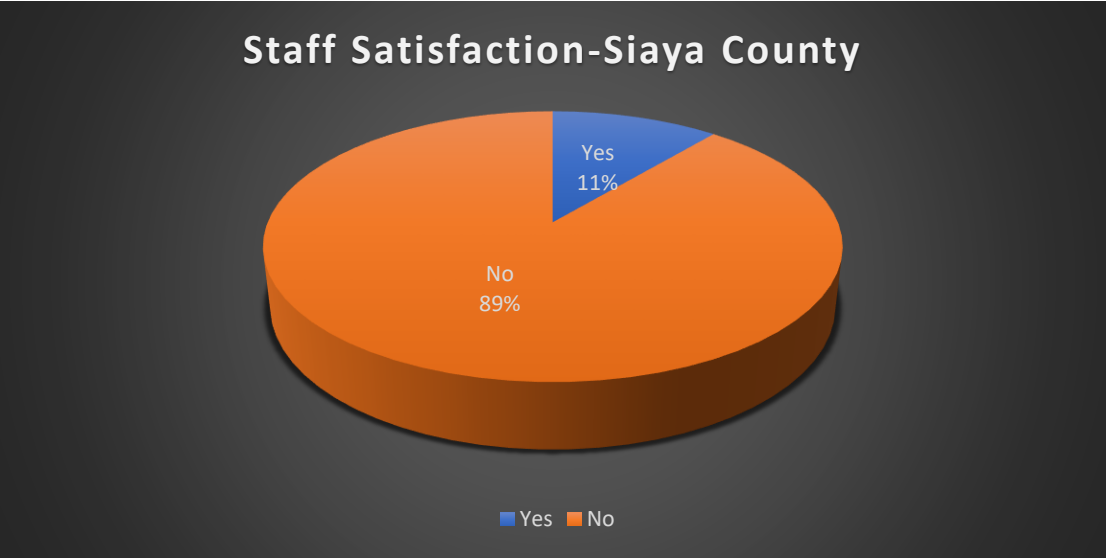
The shortage of learning equipment can also lead to outdated or obsolete training, where students are not exposed to modern technologies and practices prevalent in their respective fields. This lack of exposure to industry-standard equipment may put graduates at a disadvantage when seeking employment or transitioning to further education.



2.4.4 Staff Satisfaction

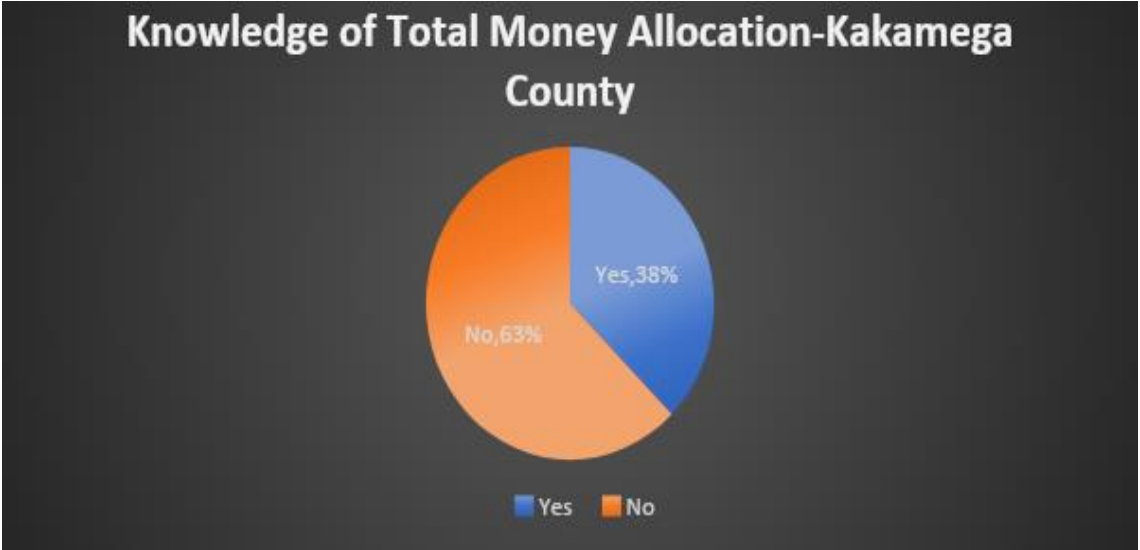
89% of teachers in Siaya County are dissatisfied with the staffing in their institutions. In Kakamega County, the dissatisfaction rate stands at 80%.





2.4.5 Fund Allocation & Management

63% of teachers in Kakamega County do not know how much money was allocated to their respective VTCs in the last year.



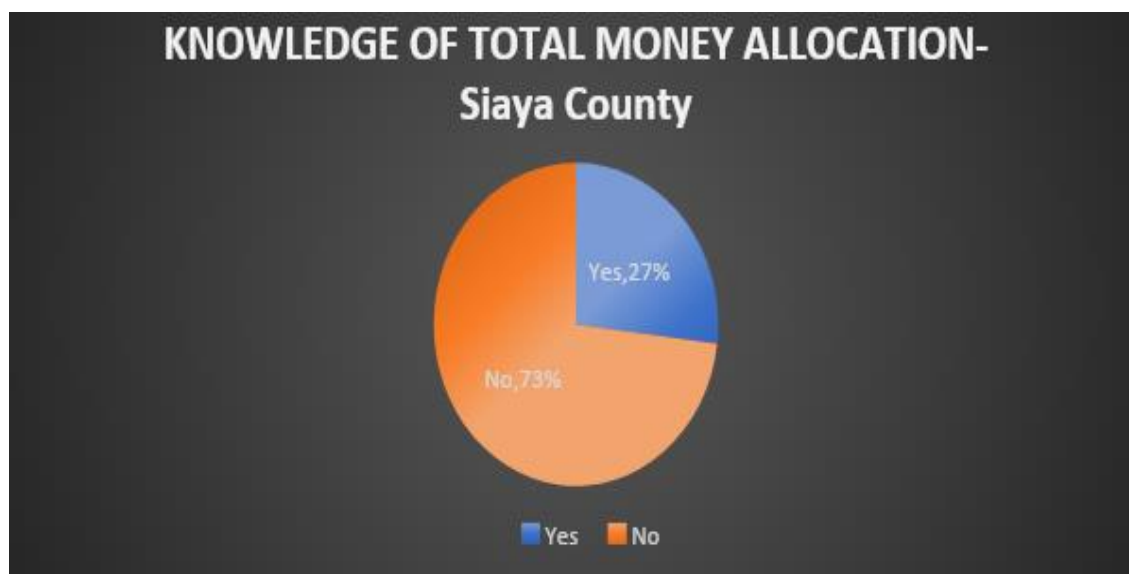


Figure 32: Funds Allocation and Management Awareness by Teachers

73% of teachers in Siaya County do not know/are not sure of the total amount of money allocated to the VTCs in the last year.

Without a clear understanding of the financial resources available, teachers may face challenges in planning educational activities, acquiring necessary materials, and providing quality instruction to students. Additionally, the absence of transparency can lead to misconceptions, mistrust, and potential mismanagement of funds.

By improving transparency and awareness of financial matters, counties can enhance the efficiency of its TVET institutions, empower teachers to make informed decisions, and ultimately improve the quality of technical and vocational education provided to students.

2.4.6 Areas of improvement/quality of services offered by institutions

Teachers in Siaya counted provided the following ways in which quality of services can be improved in the education institutions, ranking from those with the highest count heads to the least.

Hiring more qualified and more instructors as well as better infrastructure are key areas of improvement that stood out in Siaya County.



In Kakamega county, increased staffing and acquisition of modern equipment stood out as key areas of improvement.

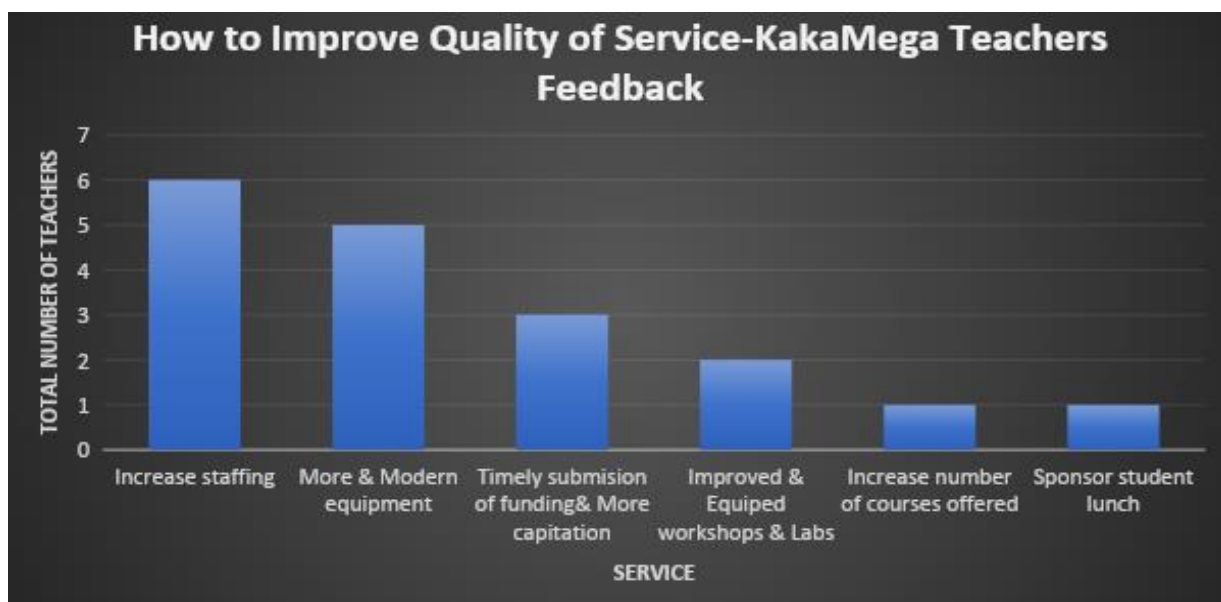


Figure 33: Improvement of Quality of Service Offered

It is also worth noting that Teachers in both counties submitted that there is need to have capitation increased and ensure timely disbursement of funding. This is to ensure that projects and service provision is not strained in the institutions.

Notably, teachers in both counties get information on what is happening in the TVET sector, through social media platforms and the county websites.

Notably, and average 66% of teachers in both counties are not aware of development projects ongoing, or previously done, in their respective institutions. This points to a big worrying gap in communication as well as involvement of teachers matters running of institutions.

Report Received from the Center Managers

Number of Staff (teachers/ and Trainers)

Total Number of Staff - Kakamega County		
Institution	Teachers	Support staff
BUNGASI COUNTY	9	3
BUNYALA WEST COUNTY POLYTECHNIC	3	2
BUTALI CHEGULO	3	2
BUTSOTSO COUNTRY POLYTECHNIC	10	3
BUTUNYI COUNTY POLYTECHNIC	5	0
KAKAMEGA COUNTY POLYTECHNIC	17	3
KHISA COUNTY POLYTECHNIC	5	1
MABANGA COUNRT POLYTECHNIC	5	4
MUKHURU COUNTY VTC	6	2
MUSAMBA COUNTY POLYTECHNIC	5	2
SHEYWE COUNTY POLYTECHNIC	6	4
SOY COUNTY POLYTECHNIC	12	3
ST PAUL MUTUA	4	3
ST TERESA COUNTY POLYTECHNIC	9	4

Total Number of Staff - Siaya County		
Institution	Teachers	Support staff
Ndira	4	3
Eiden	9	4
Boi	7	3

Komoro	9	4
Liganwa	6	4
Lucy Onono	8	6
Mahaya	6	0
Malunga	5	1
Midhine	6	4
Naya	4	2
Ndere	21	11
Nyala	8	2
Rangala	8	1
Sega	10	3
Umala	5	1
West Ugenya	6	2

Table 13: VTCs Staff Information Data

CHAPTER THREE

3.0 Discussion/Analysis

The findings from the social audit exercise conducted in Siaya and Kakamega Counties paint a comprehensive picture of the current state of service delivery in TVET institutions. While some aspects, such as a perceived fair fee structure by a majority of students, appear positive, deeper analysis reveals underlying issues that require attention.

3.1 Lack of Awareness about Funding and budget allocation in the VTC Institutions

The widespread lack of awareness about funding allocation and development projects suggests a need for improved communication strategies. Take, for instance, the finance data for Kakamega and Siaya county VTCs as obtained from the Centre managers below.

The finance data for Kakamega County

<i>TVETs Institutions in KAKAMEGA</i>	Annual Funds	Disbursed Funds	Annual Funds 2023 - 2024
<i>BINYENYA COUNTY VTC</i>	3,600,000	1,300,000	3,800,000
<i>BUNGASI COUNTY</i>	2,498,000	673,594	2,498,000
<i>BUNYALA WEST COUNTY POLY</i>	1,680,000	1,041,488	6,000,000
<i>BUTALI CHEGULO</i>	2,000,000	874,162	2,500,000
<i>BUTSOTSO COUNTRY POLY</i>	n/a	n/a	n/a
<i>BUTUNYI COUNTY POLYTECHNIC</i>	2,000,000	874,162	2,500,000
<i>KAKAMEGA COUNTY POLY</i>	6,540,000	4,028,619	8,250,000
<i>KHISA COUNTY POLYTECHNIC</i>	1,375,121	976,450	1,490,000
<i>MABANGA COUNRT POLY</i>	1,500,000	744,179.35	1,500,000
<i>MUKHURU COUNTY VTC</i>	1,860,000.00	1,060,153.25	2,370,000.00
<i>MUSAMBA COUNTY POLY</i>	1,500,000	799,764	1,500,000
<i>SHEYWE COUNTY POLYTECHNIC</i>	1,394,939	1,060,153.25	1,487,934
<i>SHIOLAVAKHALI COUNTY</i>	15,074,000	1,201,805	20,185,225

SOY COUNTY POLYTECHNIC	n/a	n/a	n/a
ST PAUL MUTUA	2,200,000	678,870	2,500,000
ST TERESA COUNTY POLY	6,110,275	2,866,870	5,225,305

Table 14: Finance Data as obtained from Kakamega VTCs

The finance data for Siaya County

	Annual	Disbursed	annual	
<i>TVETs Institutions in SIAYA</i>	Budget	funds 23	Budget	disbursed
			2024	funds
Malunga VTC	1620000	723,800	1620000	0
Ndira VTC	0	708,000	0	0
NDERE	25000000	7,617,720	25000000	0
EIDEN VTC	827200		0	0
RANGALA VTC	1000000	544,430	1500000	0
MAHAYA VTC	1932200	1,429,680	1934200	602400
WEST UGENYA VTC	2965000	1,000,776	3840000	0
NAYA VTC	2500000	953,120	2665460	0
KOMORO VTC	5300000	1500000	3500000	0
MIDHINE VTC	3600000	800000	3600000	0
BOI VTC	3721000	522170	3751500	0
SEGA VTC	14000000	796180	28000000	1146480
NYALA VTC	2148300	742582	0	0
LUCY ONONO	63750000	5863000	7470000	0
UMALA VTC	2,400,000	1024776	2400000	0
LIGANWA VTC	5,000,000	2190000	5000000	579040

Table 15: Finance Data as obtained from Siaya VTCs

One can hardly tell the financial positions of these VTC institutions.

The Constitution of Kenya provides under its 2nd schedule that upon devolution TVET institutions shall be under the responsibility of the National Government whereas the village polytechnics, craft centers, farmers' training centers, and by extension similar institutions that train operators in vocational trades and skills, shall be under the responsibility of respective County Governments.

During the Exploratory Data Analysis (EDA) phase, a notable constraint was encountered in acquiring data concerning the financial positions of Vocational Training Centers (VTCs) operating at the local level. This challenge was particularly pronounced for VTCs within Siaya County.

The absence of this crucial information, compounded by the direct transfer of funds from the county headquarters to individual institutions, posed significant hurdles in validating the limited data provided by some institutions. Additionally, the lack of physical documentation further complicated the verification process, undermining the reliability and comprehensiveness of the findings. Consequently, there was a potential compromise in the accuracy of assessments concerning the financial management practices of these institutions.

Many parents and citizens interviewed expressed a lack of awareness regarding the funding, allocation, and management of these institutions. They voiced their uncertainty about where to access such information, viewing it as beyond their reach and, in some cases, not realizing its importance.

Promoting clear and regular dissemination of information regarding resource utilization, project details, and student achievements can cultivate trust and foster community engagement. Transparency plays a pivotal role in enabling stakeholders to comprehend the functioning of TVET institutions and hold them accountable for efficient resource management.

Therefore, this report serves as a clarion call for enhanced governance mechanisms aimed at improving transparency and accountability within these institutions. Efforts should also be made to educate parents and citizens about the management practices of VTCs, thereby empowering them to actively participate in the oversight process.

3.2 Limited Disability Access

The low reported number of students with disabilities participating in the survey could be due to several factors. Social stigma surrounding disabilities and a lack of awareness about support services might be discouraging participation. Additionally, physical accessibility barriers within VTC buildings and surrounding environments could be hindering access for those with disabilities. Further

investigation is needed to determine the true scope of the need and identify specific challenges faced by students with disabilities.

3.3 Affordability Concerns

The finding that a significant portion of students struggle to afford fees, despite finding the structure fair, highlights a potential mismatch between student perception and actual financial burden. A deeper analysis of student socio-economic demographics alongside fee structures would be valuable in identifying disparities. Exploring alternative fee structures, such as income-based models or scholarships, could help improve access for disadvantaged students.

3.4 Resource Limitations

The consistent reports of resource limitations across all stakeholder groups highlight the need for a comprehensive resource allocation review. Investigating current patterns and advocating for increased funding for essential resources like equipment, instructors, and classrooms is essential. Optimizing resource allocation and exploring alternative funding mechanisms, such as public-private partnerships, could also be beneficial.

3.5 Communication Issues

The clear communication gap between TVET centers and the community can lead to misunderstandings and hinder collaboration. Developing clear communication channels through regular meetings, information sessions, and accessible online platforms can bridge this gap. Encouraging open communication and fostering a culture of feedback can lead to improved service delivery that better meets the needs of the community.

3.6 Dissatisfaction with Complaint Resolution

The dissatisfaction with complaint resolution mechanisms indicates a potential lack of trust in the existing system. Establishing a well-defined and accessible grievance redressal procedure with clear timelines for resolution would be a crucial step in addressing this concern. Additionally, training staff on effective complaint-handling procedures would ensure prompt and professional resolution of issues raised by stakeholders.

3.7 The discrepancy in Perception of Fee Structure

The differing perceptions of fee structure fairness between students/parents and citizens highlight the importance of clear communication about fee utilization. Providing a detailed breakdown of costs associated with delivering quality TVET programs can help bridge this gap in understanding. Engaging in open dialogue with the community about the value proposition associated with TVET education can foster a sense of shared responsibility for its success.

By addressing the challenges identified in the discussion section, TVET centers can move towards a future characterized by greater accessibility, improved communication, and ultimately, the delivery of high-quality vocational training programs that empower youth and contribute to regional development.

4.0 Conclusions

4.1 Measurement of variables

The dependent variable for this study which is service delivery was measured by the subjective and objective measures of existence of the service delivery charter. Service delivery in VTCs, as the dependent variable was regressed against the independent variable stakeholder engagement and Satisfaction levels.

Challenges Exist Across Multiple Areas:

The findings reveal significant challenges faced by TVET institutions in Siaya and Kakamega Counties. These challenges encompass various aspects, including accessibility for students with disabilities, fairness and affordability of fee structures, resource limitations, lack of awareness about funds allocation and development projects, limited participation in administration, dissatisfaction with complaint management processes, lack of awareness about TVETs, staff dissatisfaction, and limited stakeholder engagement.

Need for Systemic Changes:

The report underscores the need for systemic changes to address these challenges comprehensively. This includes reforms in fee structures, allocation of funds, resource management, stakeholder engagement, and administrative processes within TVET institutions.

Importance of Advocacy and Data-Driven Decision Making:

Advocacy efforts are crucial to raise awareness about the issues faced by TVET institutions and to mobilize support for necessary reforms. Additionally, data-driven decision making is essential for identifying priorities, allocating resources effectively, and monitoring the impact of interventions over time.

Collaboration and Stakeholder Engagement:

Addressing the identified challenges requires collaboration and engagement with various stakeholders, including government agencies, educational institutions, community organizations, and advocacy groups. Working together, these stakeholders can contribute to the improvement of TVET systems and ensure better outcomes for students.

Transparency and Accountability:

Transparency and accountability are fundamental principles that should underpin all efforts to address the challenges in TVET institutions. Transparent communication about funding, resource allocation, and decision-making processes is essential to build trust among stakeholders and ensure effective governance.

In conclusion, while the report highlights significant challenges facing TVET institutions in Siaya and Kakamega Counties, it also provides valuable insights and recommendations for addressing these challenges. By implementing systemic reforms, fostering collaboration, promoting transparency, and prioritizing data-driven decision making, stakeholders can work together to improve the quality and accessibility of technical and vocational education in the region.

4.2 Lessons learned, Emerging Issues and Follow-up Actions

A number of lessons have been learned from the audit and the relevant authorities should take note. The lessons include;

Importance of Needs Assessment:

Conducting thorough needs assessments is crucial before implementing any educational reforms or interventions. Understanding the specific challenges and requirements of VTC institutions in a particular region enables policymakers and stakeholders to develop targeted and effective solutions.

Critical Role of Stakeholder Engagement:

Engaging stakeholders, including students, parents, teachers, administrators, and community members, is essential for the success of any educational initiative. Their input and participation can provide valuable insights, enhance buy-in, and ensure that interventions are relevant and responsive to local needs.

Necessity of Transparent Communication:

Transparent communication about funding, resource allocation, decision-making processes, and project implementation is vital for building trust and accountability within the education system. Transparent practices foster confidence among stakeholders and facilitate effective collaboration towards common goals. There is need to carry out public awareness amongst all project stakeholders

to ensure a common understanding for the project to meet the needs of all stakeholders and to keep abreast all parties with the institutional goals and projects.

Value of Data-Driven Decision Making:

Utilizing data to inform decision making enables policymakers and educators to identify trends, assess progress, and allocate resources effectively. Data-driven approaches help ensure that interventions are evidence-based, responsive to changing needs, and focused on achieving measurable outcomes.

Need for Equity and Inclusivity:

Promoting equity and inclusivity in education is essential to ensure that all students have equal access to opportunities and resources. Efforts to address disparities in access, affordability, and quality must prioritize the needs of marginalized and vulnerable populations, including students with disabilities and those from low-income backgrounds.

Continuous Monitoring and Evaluation:

Regular monitoring and evaluation of educational programs and initiatives are essential for assessing their effectiveness, identifying areas for improvement, and ensuring accountability. Ongoing evaluation enables stakeholders to make informed decisions, adapt strategies as needed, and optimize resource utilization.

Timely monitoring and evaluation of the projects carried out within the TVETs is essential in ensuring their success and curb any huddles.

Commitment to Continuous Improvement:

education systems must be committed to continuous improvement and innovation to meet the evolving needs of students and society. Embracing a culture of learning, adaptability, and innovation enables institutions to remain responsive and relevant in a rapidly changing world.

Overall, the findings underscore the importance of holistic, collaborative, and evidence-based approaches to addressing the challenges and opportunities in technical and vocational education. By learning from these lessons and implementing targeted interventions, stakeholders can work together to create more inclusive, equitable, and effective VTCs systems that empower individuals and drive socio-economic development.

CHAPTER FIVE

5.0 Recommendations:

To ensure VTC institutions function effectively and deliver high-quality training programs, several recommendations are essential:

1. Enhancing Accessibility for Students with Disabilities:

To enhance accessibility for students with disabilities, it is recommended that Vocational training centers partner with the county government to conduct assessments of physical accessibility and implement necessary improvements. Additionally, there is need to assess existing infrastructure and facilities to pinpoint areas for enhancement to enhance accessibility and to develop outreach programs targeting marginalized communities that promises to facilitate greater inclusion.

Providing training sessions to raise awareness and reduce stigma surrounding disabilities is crucial, alongside advocating for the allocation of funds and collaborating with advocacy groups to ensure comprehensive support.

2. Bridging the Perception Gap of Fairness in Fee Structures:

Initiate a thorough examination of current fee frameworks to guarantee transparency and equity, champion the augmentation of government funding or scholarships to assist students from economically disadvantaged backgrounds, and offer a transparent breakdown of expenses linked to delivering top-tier VTC programs along with accessible financial aid alternatives. This is important because it promotes transparency, equity, and accessibility in education, ensuring that all students have equal opportunities to pursue vocational and technical training.

3. Improving Affordability of Fees:

Examine student socio-economic backgrounds in conjunction with fee structures to pinpoint potential inequalities. Explore alternative fee arrangements, scholarships, and financial aid initiatives to bolster access for underprivileged students and mitigate the financial burden for those in need.

The VTCs can as well formulate financial literacy initiatives for students and parents to facilitate effective management of education-related costs and facilitate navigation of available financial aid avenues.

This is important as it aims to address socio-economic disparities in education, promote equal access to opportunities, and alleviate financial barriers for disadvantaged students, ultimately fostering a more inclusive and equitable educational system.

4. Addressing Resource Limitations:

Conduct a comprehensive needs assessment to pinpoint resource gaps and prioritize areas like equipment, staff, and infrastructure for investment. It advocates for reviewing resource allocation patterns and lobbying for increased funding for these essential resources.

Additionally, it suggests exploring alternative funding mechanisms like public-private partnerships or donor funding to support acquiring equipment and infrastructure enhancements. Moreover, it emphasizes the importance of developing long-term strategic plans for resource allocation and management, coupled with regular monitoring and evaluation to track progress and identify areas for enhancement.

The recommendation is vital because it ensures efficient utilization of resources, equitable access to essential facilities and personnel, and fosters sustainability and effectiveness in educational institutions, ultimately enhancing the quality of education provided.

5. Lack of Awareness About Funds Allocation and Development Projects:

It is important to enhance transparency in funds allocation and development projects through regular financial reporting, community engagement, and efficient communication channels. Emphasis should be made in regard to disseminating comprehensive financial reports via institutional websites or newsletters, holding frequent community gatherings or forums to update stakeholders and gather feedback, and implementing accessible communication channels for concerns and information requests. This will in-turn help build trust, foster community involvement, and ensure accountability in fund management, ultimately strengthening the relationship between educational institutions and their stakeholders while promoting transparency in resource utilization for educational development.

6. Limited Participation in Administration:

Promoting transparency and communication involves establishing clear channels for information dissemination and fostering dialogue, including training programs and student councils to ensure diverse representation and transparency. Educational initiatives for students and parents to inform them about their rights and duties in administrative matters, while student councils or advisory boards provide avenues for student involvement in decision-making. Campaigning for the integration of students and parents into governance frameworks ensures their representation in policy formulation,

fostering a culture of transparency and accountability within institutions by consistently updating stakeholders about administrative choices and actively soliciting feedback.

7. Lack of Awareness About VTCs:

Initiate public awareness initiatives to highlight the benefits of Technical and Vocational Education and Training (TVET) programs, forge partnerships with various stakeholders, and advocate for the integration of VTCs into national educational campaigns and policy dialogues. This will then expand access to VTCs opportunities, promotes informed decision-making among students and communities, and elevates the prominence and significance of VTC education within the national educational landscape, ultimately contributing to skill development and employment readiness.

8. Staff Dissatisfaction:

Conduct staff surveys or focus groups to identify causes of dissatisfaction and then develop tailored strategies. Offer professional development for career progression. Establish transparent communication channels, advocate for competitive salaries, benefits, and working conditions. Implementing these measures will create an inclusive, well-supported, transparent environment for vocational training, empowering professionals to contribute to regional advancement.

9. Strengthening Complaint Resolution Mechanisms:

Evaluate and enhance complaint handling protocols by focusing on response efficiency, accessibility, and openness. It is of necessity that the VTCs provide comprehensive training to staff in complaint resolution and conflict mediation techniques by introducing transparent channels for lodging complaints, and advocating for the creation of independent oversight committees for equitable resolution. The institution of a user-friendly grievance redressal mechanism with defined timelines is also advised. This is to ensure that grievances are addressed promptly and fairly, fostering trust and satisfaction among stakeholders. Efficient complaint management protocols facilitate professional resolution of issues, contributing to a positive organizational culture and overall improvement in service delivery.