



CONSOLIDATED TRACER STUDY REPORT

CRAFT CERTIFICATE IN FASHION DESIGN AND GARMENT MAKING PROGRAM

THE KISUMU NATIONAL POLYTECHNIC

PREPARED BY

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Executive Summary

The purpose of this tracer study report had been to provide an evaluation of the Craft Certificate in Fashion Design and Garment Making program. The Kisumu National Polytechnic (TKNP) is developing a regional Centre of excellence in Clothing and Textile Technology, a Centre which aims to develop competent graduates for the Textile sector. Moreover, the success of the project will depend on several aspects, including but not limited to; a close working relation between TKNP and the Textile Sector, a highly competent pool of trainers and proper follow up of the graduates once they complete their studies. It is for this reason that TKNP had recruited Sunmaker to perform a Tracer study of the Craft Certificate in Fashion Design and Garment Making program. The Kisumu National Polytechnic (TKNP) is located on the outskirts of Kisumu City, within Kisumu County, about 3 km east of the city centre and about 342 kilometers from Nairobi, Kenya's capital city. Kisumu City stands at the centre of the Great Lakes Region and is fast emerging as a hub for the East Africa Economic Union. It is also emerging as an academic city with a range of newly established and flourishing colleges and universities. It was established in 1967 as a Technical Secondary School. Upon the introduction of the 8-4-4 system of education, it was elevated to a technical training Institute in 1988 to provide technical training for the middle-level manpower for both the private and public sectors of the economy. The trainees in the polytechnic are drawn from fresh secondary school leavers, graduates from other tertiary institutions, employees on part-time release basis and the informal (Jua Kali) sector. In 1996, the Ministry further upgraded the Technical Training Institute into a National Polytechnic to cater for the regional demand for technical skills.

TKNP operates under the Technical and Vocational Education and Training (TVET) Act No 29 of 2013; and offers curriculum developed by the Kenya Institute of Curriculum Development (KICD), National Industrial Training Authority (NITA) and Curriculum Development Assessment and Certificate Council (CDACC)). TKNP offers courses at Artisan, Craft and Diploma levels, plus a plethora of short-term certificate courses in the part-time programmes.

The objective of the tracer study had been to track the effectiveness of the TKNP in equipping Craft Certificate in Fashion Design and Garment Making program graduates with the necessary skills to successfully gain employment, self-employment or pursue further academic or vocational training. To do so, the study traced the whereabouts of Craft Certificate in Fashion Design and Garment Making program graduates and assessed how successful they had been able to integrate into the labour market after completing their learning program, between 2017 and 2019.

The study was conducted between February 2021 and April 2021.

The TKNP Craft Certificate in Fashion Design and Garment Making program tracer study examined;

Graduates

- a. The attitude of the Craft Certificate in Fashion Design and Garment Making program graduates regarding job quality, relevance, and effectiveness of their training in securing employment.
- b. The attitude of the Craft Certificate in Fashion Design and Garment Making program graduates regarding business quality, relevance, and effectiveness of their training in supporting self-employment.
- c. The attitude of the Craft Certificate in Fashion Design and Garment Making program graduates regarding internship practice quality, relevance, and effectiveness of their training in supporting internship practice program.

Employers

- a. The perception of employers regarding the quality of the employees they have recruited from the pool of Craft Certificate in Fashion Design and Garment Making program graduates.
- b. The perception of employers regarding the quality of the interns they have recruited from the pool of Craft Certificate in Fashion Design and Garment Making program graduates.
- c. The perception of employers regarding the quality of Craft Certificate in Fashion Designs and Garment Making program staff they have recruited in their industrial exchange program.

Program Staff

- a. The perception of Craft Certificate in Fashion Design and Garment Making program staff regarding the relevance of curriculum and physical and administrative factors within the TKNP.
- b. The perception of Craft Certificate in Fashion Design and Garment program staff regarding the quality of the teaching received by students before they graduate.
- c. The perception of Craft Certificate in Fashion Design and Garment Making program staff regarding their participation in industrial exchange programs.

The population of the study included Craft Certificate in Fashion Design and Garment Making program graduates, employers and program staff. A total of sixty-three (63) Craft Certificate in Fashion Design and Garment Making graduates, four (4) employers of Craft Certificate in Fashion Design and Garment Making program graduates and nine (9) Craft Certificate in Fashion Design and Garment Making program staff participated in the tracer study.

Findings

Below is a summary of the findings that emerged during the Craft Certificate in Fashion Design and Garment Making program tracer study:-

1. Graduates (63 respondents)

1.1 Demographic information

- a. Gender of traced graduates
 - i. Eight (8) percent of traced graduates were “*male*”.
 - ii. Eighty-four (84) percent of traced graduates were “*female*”.
 - iii. Eight (8) percent of traced graduates did not “*disclose*” their gender.
- b. Civil status of traced graduates
 - i. Ninety (90) percent of traced graduates were “*single*”.
 - ii. Three (3) percent of traced graduates were “*married*”.
 - iii. Seven (7) percent of traced graduates did not “*disclose*” their Civil status.
- c. Year of graduation of traced graduates
 - i. Two (2) percent “*graduated in 2017*”.
 - ii. Two (2) percent “*graduated in 2018*”.
 - iii. Twelve (12) percent “*graduated in 2019*”.
 - iv. Fifty-seven (57) percent “*graduated in 2020*”
 - v. Twenty-seven (27) percent did not disclosed “*year of graduation*”
- d. Age of traced graduates
 - i. Sixty-eight (68) percent of the traced graduates were “*below 25 years.*”
 - ii. Twenty-six (26) percent of the traced graduates were “*between 25 and 35 years.*”
 - iii. Six (6) percent of the traced graduates did not “*disclose their age.*”
- e. Additional Subjects/Units studied
 - i. Fifty-two (52) percent studied “*Communication skills.*”
 - ii. Seventy (70) percent studied “*ICT skills.*”
 - iii. Seventeen (17) percent studied “*Problem-solving skills.*”
 - iv. Thirty (30) percent studied “*Work ethics.*”
 - v. Sixty-three (63) percent studied “*Entrepreneurship skills.*”
 - vi. Twenty-four (24) percent studied “*Customer service skills.*”
 - vii. Eleven (11) percent studied “*Health & Safety skills.*”
 - viii. Two (2) percent studied “*Foreign Languages.*”
 - ix. Two (2) percent studied “*Other Skills*”

1.2 Satisfaction with physical and administrative factors

- a. On a five point scale, graduates were; “*Neither Satisfied Nor Dissatisfied*” with;
 - i. “*Teaching Guides*” (n = 54, $\mu = 2.9$).
 - ii. “*Learner Study Pack*” (n = 53 $\mu = 2.9$).
 - iii. “*Recommended Text Books*” (n = 52, $\mu = 2.8$).
 - iv. “*Resource Centre*” (n = 51, $\mu = 2.9$).
 - v. “*Relevant Course Curriculum*” (n = 51, $\mu = 2.9$).
 - vi. “*Access to External Assessors*” (n = 51, $\mu = 2.7$).
 - vii. “*Tools and Equipments*” (n = 53, $\mu = 3.4$).
 - viii. “*Simulators*” (n = 51, $\mu = 2.9$).
 - ix. “*Practice Workshops, laboratories with tools and equipment*” (n = 52, $\mu = 3.1$).
 - x. “*Classrooms / lecture halls*” (n = 52, $\mu = 3.2$).
 - xi. “*Industrial Attachment for instructors*” (n = 51, $\mu = 3.1$).

- xii. "Internship programme for students" ($n = 49, \mu = 2.9$).
- xiii. "Industrial visits for students" ($n = 51, \mu = 2.5$).
- xiv. "Access to Guest lecturers (such as industrial experts)" ($n = 51, \mu = 2.5$).
- xv. "Learners Management system" ($n = 51, \mu = 2.9$).
- xvi. "ICT facilities" ($n = 52, \mu = 3.0$).
- xvii. "Audio-visual Aids" ($n = 51, \mu = 2.6$).
- xviii. "Online learning Technologies" ($n = 51, \mu = 2.6$).
- xix. "Referece Materials" ($n = 51, \mu = 2.7$).
- xx. "Management of the TKNP" ($n = 51, \mu = 2.6$).
- xxi. "Recreational facilities" ($n = 51, \mu = 2.6$).
- xxii. "Careers advice & guidance" ($n = 52, \mu = 2.6$).
- xxiii. "Help in finding a job" ($n = 51, \mu = 2.6$).
- xxiv. "Support from teachers" ($n = 52, \mu = 2.7$).
- xxv. "Follow up of graduates progress" ($n = 49, \mu = 2.8$).
- xxvi. "Exchange program with peer institutions" ($n = 48, \mu = 2.6$).

1.3 Present employment status of traced graduates

- i. Eleven (11) percent were "self-employed".
- ii. Forty-four (44) percent were "unemployed".
- iii. Six (6) percent were undergoing "internship".
- iv. Twenty-nine (29) percent were undergoing "further education/training".
- v. Ten (10) percent did not "disclose".

1.4 Employed graduates

None of the traced graduates was employed

1.5 Self-employed graduates

- a. Duration taken by self-employed graduates to start first business
 - i. Twenty (20) percent took "between 0 and 3 months" to start their present business.
 - ii. Forty (40) percent took "between 4 and 6 months" to start their present business.
 - iii. Forty (40) percent took "between 10 and 12 months" to start their present business.
- b. Is this the first business after graduation
 - i. Seventy-one (71) percent were in their "first" business after graduation.
 - ii. Twenty-nine (29) percent were "not in the first" business after graduation.
- c. Duration taken by self-employed graduates to start present business
 - i. Fifty (50) percent took "between 4 and 6 months" to start their present business.
 - ii. Fifty (50) percent took "between 10 and 12 months" to start their present business.
- d. Industry sectors for self-employed graduates
 - i. Fifteen (15) percent were engaging themselves in "Manufacturing".
 - ii. Fouteen (14) percent were engaged in "Other service activities".
 - iii. Fifty-seven (57) percent were engaged in "Other" industries.
 - iv. Fourteen (14) percent did not "disclose" the industry they were engaged in.
- e. Number of employees
 - i. Fourteen (14) percent were "self-employed with employees".
 - ii. Eighty-six (86) percent were "self-employed without employees".
- f. Access to business financing
 - i. Twenty-nine (29) percent had "access to business financing."

- ii. Seventy-one (71) percent had “*no access to business financing*”.
- g. Business challenges faced
 - i. Fifty-seven (57) percent faced “*cash-flow challenges*”.
 - ii. Forty-three (43) percent “*were not receiving adequate customers/clients*”.
 - iii. Fourteen (14) percent cited “*Other*” challenges
- h. Relationship between Studies and Self-Employment
 - i. Eighty-six (86) percent agreed that there was “*some relationship between studies and self-employment*”.
 - ii. Fourteen (14) percent said that there was “*no relationship between studies and self-employment*”.
- i. Extent of Satisfaction with ten (10) Knowledge and Skills Factors. On a five point scale, the respondents were;
 - i. “*Neither Satisfied Nor Dissatisfied*” with; “*Practical use of computer Skills*” (n = 7, $\mu = 2.9$), “*How to do high quality work*” (n = 7, $\mu = 3.4$) and “*Customer Service Skills*” (n = 7, $\mu = 3.4$),
 - ii. “*Satisfied*” with “*Theoretical training related to the occupation*” (n = 7, $\mu = 3.6$), “*Practical use of working tools*” (n = 7, $\mu = 3.9$), “*Practical use of machines and equipments*” (n = 7, $\mu = 3.7$), “*Practical use of materials and parts*” (n = 7, $\mu = 3.7$), “*Theory and practice of equipment maintenance*” (n = 7, $\mu = 4.1$), “*Understanding & producing drawings*” (n = 7, $\mu = 3.7$), “*Doing measurement at work*” (n = 7, $\mu = 3.9$), “*Use of written instructions & working guides*” (n = 6, $\mu = 4.2$), “*Communication*” (n = 7, $\mu = 3.6$), “*Working with other people*” (n = 7, $\mu = 4.4$), “*Knowledge of the industry*” (n = 7, $\mu = 3.9$), “*How to work in a safe way*” (n = 7, $\mu = 4.1$), “*Discipline & accuracy at work*” (n = 7, $\mu = 4.4$), “*Entrepreneurship*” (n = 7, $\mu = 3.7$), “*General education subjects*” (n = 7, $\mu = 4.0$), “*Safety and Emergency awareness*” (n = 7, $\mu = 4.4$), “*Emergency Preparedness*” (n = 7, $\mu = 3.7$), “*Problem-solving Skills*” (n = 7, $\mu = 3.8$) and “*Work Ethics*” (n = 7, $\mu = 3.9$).
- j. Areas of study that helps the self employed to perform in their present business
 - i. Forty-three (43) percent “*Knowledge*”
 - ii. Fifty-seven (57) percent “*Practical, job-related skills*”
 - iii. Twenty-nine (29) percent “*Communication skills*”
 - iv. Twenty-nine (29) percent “*Problem-solving skills*”
 - v. Twenty-nine (29) percent “*Work ethics skills*”
 - vi. Fifty-seven (57) percent “*Entrepreneurship skills*”
 - vii. Twenty-nine (29) percent “*Customer service skills*”
- k. Reasons for lack of relationship between studies and self-employment
 - i. One-hundred (100) percent “*The business is close to where I live*”.

1.6 Unemployed graduates

a. Reasons for being unemployed

- i. Seven (7) percent experienced “*family concerns*”.
- ii. Thirty (30) percent were “*unsuccessful in their job application*”.
- iii. Nineteen (19) percent “*not employed at the end of internship program*”.
- iv. Twenty-two (22) percent “*did not find job opportunities in the desired field*”.
- v. Eleven (11) percent had “*no professional certification*”.
- vi. Four (4) percent “*Insufficient industrial training*”.

- vii. Fifteen (15) percent “*Other*”

1.7 Further training for graduates

- a. Participation in further training after Graduation
 - i. Forty-three (43) percent had “*not participated in further training*”.
 - ii. Fifty-four (54) percent had “*participated in further training*”
 - iii. Three (3) percent did not “*disclose*”
- b. Reasons for not participating in further training
 - i. Eighty-two (82) percent said that there was “*no money to pay for training*”.
 - ii. Eighteen (18) percent cited “*Other*” as the reason for not *attending further training*”.
- c. Likelihood of attending Further Training.
 - i. Ninety-seven (97) percent said that they have a “*likelihood of attending further training*” at a later date.
 - ii. Three (3) percent have “*no likelihood of attending further training*” at a later date.

2. Employers (4 respondents)

- a. Role/Position of traced employers
 - i. Twenty-five (25) percent of the traced employers are “*Director or Deputy Director*”.
 - ii. Twenty-five (25) percent of the traced employers are “*Human Resource Manager or Deputy Human Resource Manager*”.
 - iii. Twenty-five (25) percent of the traced employers are “*Supervisors*”.
 - iv. Twenty-five (25) percent of the traced employers “*did not disclose*” their role.
- b. Employers by industry sector
 - i. Twenty-five (25) percent were engaged in “*Other services activities*” sector.
 - ii. Fifty (50) percent were engaged in “*Other*” sector.
 - iii. Twenty-five (25) percent “*did not disclose*” their sector.
- c. Finding employees with the needed skills
 - i. Fifty (50) percent recruited employees through “*Direct application*” by graduates.
 - ii. Twenty-five (25) percent recruited employees through “*Personal Contacts*”.
 - iii. Twenty-five (25) percent recruited employees through “*Industry linkage during training*”.
- d. Employment of Graduates
 - i. Seventy-five (75) percent “*had employed*” Craft Certificate in Fashion Design and Garment Making program graduates.
 - ii. Twenty-five (25) percent “*had not employed*” Craft Certificate in Fashion Design and Garment Making program graduates.
- e. Importance of Recruitment Aspects. On a five-point scale, the traced employers considered;
 - i. “*Recommendations/referances from third persons*” (n = 3, $\mu = 2.0$) as “*Somewhat not important*”

- ii. “Grades of examinations at TVET institute” (n = 3, $\mu = 3.0$), “Knowledge of foreign language” (n = 3, $\mu = 2.7$) as “Neither Important Nor Unimportant” ($2.7 \leq \mu \leq 3.3$).
 - iii. “Field of study” (n = 3, $\mu = 4.3$), “Reputation of TVET Institute” (n = 3, $\mu = 3.7$), “Communication skills” (n = 3, $\mu = 4.0$), “Candidate's own world view” (n = 3, $\mu = 4.0$), “Work ethics” (n = 3, $\mu = 4.3$) and “Ability to work in multiracial environment” (n = 3, $\mu = 4.0$) as “Important”
 - iv. “Practical experience acquired during course of study” (n = 3, $\mu = 4.7$), “Main focus of subject area/specialization” (n = 3, $\mu = 5.0$), “Results of recruitments tests” (n = 3, $\mu = 5.0$), “Personal presentation” (n = 3, $\mu = 5.0$) and “Personality and behaviour” (n = 3, $\mu = 4.7$) as “Important” ($4.7 \leq \mu \leq 5.0$).
- f. Demonstration of Knowledge and Skills Factors. On a five-point scale, Employers were;
- i. “Neither satisfied nor dissatisfied” with; “Understanding and producing drawings” (n = 3, $\mu = 3.3$).
 - ii. “Satisfied” with; *Theoretical training related to the occupation*” (n = 3, $\mu = 3.7$), “Practical use of computer” (n = 3, $\mu = 3.7$), “Practical use of machines and equipments” (n = 3, $\mu = 4.0$), “Practical use of material and parts” (n = 3, $\mu = 3.7$), “Theory and practice of equipment maintenance” (n = 3, $\mu = 3.7$), “Doing measurements at work” (n = 3, $\mu = 4.3$), “Knowledge of the industry” (n = 3, $\mu = 4.0$), “How to work in a safe way” (n = 3, $\mu = 4.3$), “How to do high quality work” (n = 3, $\mu = 4.0$), “General education subjects” (n = 3, $\mu = 4.3$), “Safety and emergency awareness” (n = 3, $\mu = 4.3$), “Emergency preparedness” (n = 3, $\mu = 4.0$), “Problem-solving Skills” (n = 3, $\mu = 3.7$) and “Customer Service Skills” (n = 3, $\mu = 4.3$).
 - iii. “Very Satisfied” with; “Practical use of working tools” (n = 3, $\mu = 4.7$), “Use of written instructions and working guides” (n = 3, $\mu = 4.7$), “Communication Skills” (n = 3, $\mu = 4.7$), “Working with other people” (n = 3, $\mu = 4.7$), “Discipline and accuracy at work” (n = 3, $\mu = 4.7$), “Entrepreneurship skills” (n = 3, $\mu = 4.7$) and “Work ethics” (n = 3, $\mu = 4.7$).
- g. Additional Training needed by graduates
- i. Thirty-three (33) percent of the employers agreed that graduates needed “serious skills upgrading” to start working.
 - ii. Sixty-seven (67) percent of employers concurred that graduates needed to learn “some additional skills” to start working.
 - iii.i
 - v.

3. TKNP Staff (9 respondent)

- a. Role/Position of Craft Certificate in Fashion Design and Garment Making program staff.
 - i. Twenty-two (22) percent held the role of “Head of Department”.
 - ii. Twenty-two (22) percent held the role of “Deputy Head of Department”
 - iii. Fifty-six (56) percent held the role of “Course Instructor”

- b. First Posting (or employment at) TKNP
- i. Forty-four (44) percent were posted at (or employed by) TKNP “*Less than 3 years*” ago.
 - ii. Twenty-three (23) percent were posted at (or employed by) TKNP “*Between 3 and 5 years*” ago.
 - iii. Thirty-three (33) percent were posted at (or employed by) TKNP “*more than 5 years*” ago.
- c. Physical and Administrative Factors. On a five point scale, program staff were;
- i. “*Somewhat not Satisfied*” with; “*Resource Centre*” (n = 9, $\mu = 1.9$), “*Simulators*” (n = 9, $\mu = 2.2$), “*Practice Workshops & Laboratories*” (n = 9, $\mu = 2.2$), “*Classrooms/lecture halls*” (n = 9, $\mu = 2.1$), “*Industrial attachment for instructors*” (n = 9, $\mu = 2.4$), “*Internship programme for students*” (n = 9, $\mu = 2.1$), “*Access to Guest lecturers*” (n = 9, $\mu = 2.3$), “*Learners Management system*” (n = 9, $\mu = 2.4$), “*ICT Facilities*” (n = 9, $\mu = 1.7$), “*Audio-Visual Aids*” (n = 9, $\mu = 1.8$), “*Online learning technologies*” (n = 9, $\mu = 1.9$), “*Reference materials*” (n = 9, $\mu = 2.0$), “*Help in finding a job*” (n = 9, $\mu = 2.3$), “*Follow up of graduates progress*” (n = 9, $\mu = 2.2$) and “*Exchange program with peer institutions*” (n = 9, $\mu = 2.1$).
 - ii. “*Neither Satisfied nor Dissatisfied*” with; “*Teaching Guides*” (n = 9, $\mu = 3.0$), “*Learners study pack*” (n = 9, $\mu = 3.0$), “*Recommended Text Books*” (n = 9, $\mu = 2.8$), “*Relevant course curriculum*” (n = 9, $\mu = 3.1$), “*Access to external assessors*” (n = 9, $\mu = 3.1$), “*Tools and Equipments*” (n = 9, $\mu = 3.1$), “*Industrial visits for students*” (n = 9, $\mu = 3.0$), “*Management of TKNP*” (n = 9, $\mu = 3.1$), “*Recreational Facilities*” (n = 9, $\mu = 2.6$), “*Careers advice & Guidance*” (n = 9, $\mu = 3.3$) and “*Support from other teachers*” (n = 9, $\mu = 3.0$).
- d. Demonstration of Knowledge and Skills Factors. On a five-point scale, program staff were;
- i. “*Somewhat not Satisfied*” with; “*Practical use of computers*” (n = 8, $\mu = 2.3$).
 - ii. “*Neither satisfied nor dissatisfied*” with; “*Theoretical training related to the occupation*” (n = 9, $\mu = 3.1$), “*Practical use of working tools*” (n = 9, $\mu = 3.1$), “*Practical use of machines & equipments*” (n = 9, $\mu = 3.3$), “*Practical use of material & parts*” (n = 9, $\mu = 3.3$), “*Theory and practice of equipment maintenance*” (n = 9, $\mu = 3.0$), “*Understanding and producing drawings*” (n = 9, $\mu = 3.1$), “*Doing measurements at work*” (n = 9, $\mu = 3.3$), “*Use of written instructions & working guides*” (n = 9, $\mu = 2.8$), “*Communication Skills*” (n = 9, $\mu = 3.0$), “*Knowledge of industry*” (n = 9, $\mu = 2.8$), “*How to do high quality work*” (n = 9, $\mu = 2.8$), “*Discipline & accuracy at work*” (n = 9, $\mu = 3.4$), “*Entrepreneurship Skills*” (n = 8, $\mu = 3.0$), “*General education subjects*” (n = 8, $\mu = 3.4$), “*Safety & emergency awareness*” (n = 9, $\mu = 3.1$), “*Emergency preparedness*” (n = 9, $\mu = 2.9$), “*Problem-solving skills*” (n = 9, $\mu = 3.2$), “*Work ethics*” (n = 9, $\mu = 3.4$) and “*Customer Service Skills*” (n = 9, $\mu = 3.4$).
 - iii. “*Satisfied*” with; “*Working with other people*” (n = 9, $\mu = 3.6$) and “*How to work in a safe way*” (n = 9, $\mu = 3.7$).

4. Comments and Suggestions

- a. In order to improve the Craft Certificate in Fashion Design and Garment Making Program, TKNP should;
 - i. *Procure additional training materials & facilities.*
 - ii. *Include field trips.*
 - iii. *Update reference materials.*
 - iv. *Upskill course instructors.*
 - v. *Add new units.*
 - vi. *Reduce tuition fee.*
 - vii. *Increase practical work.*
 - viii. *Organise for industrial training.*
 - ix. *Introduce short courses*
 - x. *Include ICT component in the training.*
- b. Prospects of recommending learners to pursue the Craft Certificate in Fashion Design and Garment Making program at the TKNP.
 - i. One-hundred (100) percent of the graduates said that they “*would recommend prospective learners.*”
 - ii. Seventy-five (75) percent of the employers said that they “*would recommend prospective learners.*”
 - iii. 100 percent of the staff said that they “*would recommend prospective learners.*”
- c. Comments and suggestions regarding the tracer Study
 - i. *“If capable to find job opportunities please do not forget me.”*
 - ii. *“Its really a good course. TKNP is a good school”*
 - iii. *“It’s a good institution”*
 - iv. *“Change should be seen after this survey”*
 - v. *“Capture how long the institution has offered the course”*

Recommendations

The following recommendations have been tabled for consideration by the TKNP:-

1. Program staff

- a. Fashion Design and Garment Making specialisations offered by TKNP. The TKNP needs to;
 - i. Expand the range of Fashion Design and Garment Making Courses that are offered in Kenya.
 - ii. Conduct benchmarking visits to international/worldclass organisations.
- b. Recruitment of appropriately qualified Fashion Design Instructors, Lecturers, Assessors and workshop attendants. The TKNP needs to;
 - i. Build the capacity of the available Fashion Design Instructors, Lecturers, Assessors and workshop attendants. This may include Training of Trainers (ToT) and Health, Safety and Environment (HSE) Management courses.
 - ii. Bond the Fashion Design Instructors, Lecturers, Assessors and workshop attendants for a certain minimum duration of time.

- iii. Obtain *partnerships and collaborations* with Employers, so as to guarantee industrial exchange and training for program staff.
 - c. Educational Attainment. The TKNP needs to;
 - i. Ensure that the Fashion Design Instructors, Lecturers and Assessors have a *First Degree* and above training in Fashion Design specialty.
 - ii. Training for Fashion Design teaching staff should include Postgraduate in Fashion Design and Education courses (such as, Bachelor of Science Fashion Design and Marketing and Bachelor of Fashion Design) all offered by local Universities.
 - iii. Send the instructors to short training courses in the related field in order to keep up to date with latest development in the industry to improve their teaching skills.
 - iv. The pedagogy training and advance Fashion Design training should be conditional, that is, there must be a mandatory bonding period.
 - v. Invite teaching supervisors from outside. Academic experts or active officers of Fashion Design Sector could be possible teaching supervisors who will provide practical and useful suggestions and information.
 - vi. Fashion Design for the core, EASTRIP Project Team Members - should have global perspective (such as UK, Sweden, South Africa, China, Arab Academy and others).
 - d. Work Experience in the industry. The TKNP needs to;
 - i. Ensure that Craft Certificate in Fashion Design and Garment Making program staff have at least 3 months experience in “Fashion Design” Sector.
 - e. Human resource recruitment challenges. The TKNP needs to;
 - i. Use the “Industry Advisory Board to get referrals on suitable human resource persons.”
 - ii. “Source for young graduates from universities.”
 - iii. Enhance “linkages with Fashion Design stakeholders and associations to get relevant human resource persons.”
 - f. Practical training challenges experienced by TKNP. The TKNP needs to;
 - i. Obtain partnerships and collaborations with Fashion Design stakeholders.
 - ii. Enter into partnerships and collaborations with other Fashion Design organisations.
 - iii. Secure own facilities (by procuring *equipment*) for all training needs or establishing specialized facilities.
 - iv. Ensure that program staff have at least 3 months experience in “Fashion Design” industry.

2. Knowledge, Skills and Abilities.

- a. Knowledge, Skills and Abilities. The TKNP needs to improve on the delivery of the following skills and competencies;

- i. “*Practical use of computers*” (n = 8, $\mu = 2.3$).
 - ii. “*Customer Service skills*” (n = 7, $\mu = 3.4$).
- b. Additional Training required by Craft Certificate in Fashion Design and Garment Making employees. The TKNP needs to;
 - i. Work closely with Employers, Employer Associations and Fashion Design Agencies. This will make it easier to identify areas in which employees need to learn “*additional skills*” to start working. This will ensure that graduates are “work-ready.”
- c. Type of Further Training needed by Craft Certificate in Fashion Design and Garment Making employees. The TKNP needs to;
 - i. Critically review the list of “*Further Training Needed by Graduates*” (See 3.1.8.5.1) and determine whether some of the courses can be introduced in the local market.
 - i. Degree in Fashion Design
 - ii. Degree in Science Fashion Design and Marketing
 - iii. Diploma in Fashion Design and Clothing Technology
 - iv. Diploma in Fashion Design
 - v. Diploma in Fashion Design and Garment Making
 - vi. Diploma in Fashion and Clothing
 - ii. Work closely with Fashion Design Stakeholders so as to bring out the precise needs for each employer.
 - iii. Ensure that Fashion Design courses are along the lines of the MSFE Fashion Design Courses.
 - iv. Obtain international accreditation and recognition for the new programs.
- d. Access to Further Training by Craft Certificate in Fashion Design and Garment Making employees. The TKNP needs to;
 - i. Consider introducing “*Industrial Training*” to argument what is already on offer. Moreover this will enable the TKNP reach a wider pool of students. This will require an upgrade of the Learner Management System (LMS).
 - ii. The polytechnic can then arrange/offer on-campus practical competency training sessions as necessary.

3. Labour Supply

- a. Accessing employment locally. The TKNP needs to;
 - i. Focus on training elements such as internationally recognised technical, professional skills and more industrial training.
 - ii. Secure industrial training for students/graduates.
 - iii. Enter into *Collaborations and Partnerships* with employers (who have local representation) and Fashion Design Agencies would make it easier to secure slots for industrial training.
- b. Accessing Employment Abroad. The TKNP needs to;

- i. Focus on training elements such as multilingual skills, soft skills and internationally recognised technical/professional skills.
- ii. Make their graduates aware about the available international employment opportunities.
- iii. Enter into *Collaborations and Partnerships* with international Employers and Fashion Design Agencies. This will make it easier to get information about international employment opportunities.

4. Collaborations and Partnerships

- a. Training (Theory and Practical). The TKNP needs to;
 - i. Enter into *Collaborations and Partnerships* with Fashion Design Stakeholders who can participate in Training (Theory and Practical) by taking up part-time lecturers roles in Fashion Design organisations and sharing their equipment and facilities..
- b. Industrial Exchange for Craft Certificate in Fashion Design and Garment Making staff. The TKNP needs to;
 - i. Enter into *Collaborations and Partnerships* with Fashion Design Stakeholders who are willing to take staff for *Industrial Exchange*.
 - ii. Work closely with Government agencies who are also supporting *Industrial Attachment* by linking the Fashion Design organisations with employers.
- c. Internship Programs. The TKNP needs to;
 - i. Enter into *Collaborations and Partnerships* with Fashion Design Stakeholders who are willing to take recruit student under their *Internship Programs*.
 - ii. Work closely with Government agencies are also supporting *Internship Programs* by linking Fashion Design organisations with employers.
- d. Access to Equipment. The TKNP needs to;
 - i. Enter into *Collaborations and Partnerships* with Fashion Design Stakeholders who are willing to grant *Access to their Equipments*.
 - ii. Work closely with the Government agencies who are available to offer guidance to ensure the equipments comply with the required standards and the instructors are duly qualified.”
- e. Industrial Training. The TKNP needs to;
 - i. Enter into *Collaborations and Partnerships* with Fashion

Design Stakeholders who are willing to grant Access to their offices for *industrial Training*.

