



**THE KISUMU NATIONAL POLYTECHNIC
KENYA**

GRADUATE TRACER STUDY REPORT

JUNE 2025

**GRADUATES OF 2023
COHORT**

EASTRIP
Skills for Transformation & Regional Integration



THE WORLD BANK

**Prepared by:
Center for Applied Research & Innovations**

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Foreword

The Kisumu National Polytechnic remains committed to delivering high-quality training, strengthening research culture, and nurturing innovation that responds to the evolving needs of the labour market. As part of this commitment, we periodically evaluate the experiences and outcomes of our graduates to ensure that the skills and competencies we impart are relevant, market-driven, and transformative.

The **TKNP Tracer Study Report 2025** provides valuable insight into the employment trajectories, job satisfaction levels, and professional development paths of our graduates. These findings will play a central role in informing curriculum review, shaping institutional strategies, and enhancing partnerships with industry and other stakeholders. By grounding our decisions in evidence, we reaffirm our dedication to producing graduates who are well-equipped to contribute meaningfully to Kenya's socio-economic development.

I wish to acknowledge and appreciate all graduates who took time to participate in this study. Your feedback is instrumental in helping us strengthen our programs and align them more closely with industry expectations. I also extend my sincere gratitude to the Research, Innovations & Outreach Services (RIOS) team, the Project Implementation Unit, the Registrar's Office through the Careers Services Unit, the EASTRIP Office, and all staff who worked diligently to make this study possible.

It is my hope that stakeholders—internal and external alike—will find this report insightful and use its recommendations to support continued improvement in training quality, industry engagement, and student support systems. Together, we remain steadfast in our mission to equip learners with the competencies required to thrive in a dynamic and competitive world.

Catherine Kelonye

Chief Principal

The Kisumu National Polytechnic

Acknowledgements

The successful completion of the **TKNP Tracer Study Report 2025** would not have been possible without the collective dedication, expertise, and goodwill of many individuals and departments. We extend our sincere appreciation to everyone whose contribution enriched this important undertaking.

We express our deepest gratitude to our Chief Principal, **Ms. Catherine Kelonye**, for her visionary leadership, steadfast support, and unwavering commitment to evidence-based decision-making. Her guidance continues to inspire excellence across the institution and serves as a driving force behind our efforts to strengthen research, innovation, and student success.

We also acknowledge the invaluable contribution of the **Project Implementation Unit**, the **Registrar's Office through the Careers Services Unit**, and the **EASTRIP Office**. Your coordination, insights, and technical support ensured that the study was conducted with rigor and fidelity to its objectives. Your dedication reflects the spirit of teamwork that sustains TKNP's mission.

Our heartfelt appreciation goes to the graduates who generously shared their experiences and reflections. Your voices are at the heart of this report, and your feedback provides a powerful foundation on which we can continue to enhance training quality, strengthen industry alignment, and expand opportunities for future cohorts.

Finally, we commend the **Tracer Study Team** under the Research, Innovations & Outreach Services (RIOS) Mr. Thomas Nyang'or & Meroline Achieng for their professionalism, diligence, and commitment throughout all phases of the study. From tool design and data collection to analysis and report preparation, your collaborative effort exemplifies the institution's pursuit of excellence.

To all contributors, thank you for your dedication to advancing the quality and relevance of technical and vocational education at TKNP. Your efforts ensure that we continue to transform lives, empower communities, and shape a skilled workforce for the future.

Evans Onyango

Principal Researcher.

Acronyms and Abbreviations

TKNP – The Kisumu National Polytechnic

TVET – Technical and Vocational Education and Training

CBET – Competency-Based Education and Training

EASTRIP – Eastern Africa Skills for Transformation and Regional Integration Project

RIOS – Research, Innovations, and Outreach Services

KII – Key Informant Interview

FGD – Focus Group Discussion

ERP – Enterprise Resource Planning

KNQA – Kenya National Qualifications Authority

TVETA – Technical and Vocational Education and Training Authority

PDO – Project Development Objective

NGO – Non-Governmental Organization

SPSS – Statistical Package for the Social Sciences



EXECUTIVE SUMMARY

The TKNP Tracer Study Report 2025 presents a comprehensive assessment of the employment outcomes, career progression, and training relevance among graduates who completed their studies in 2023–2024 under the EASTRIP priority programs. Conducted by the Research, Innovations & Outreach Services (RIOS) team, the study sought to determine how effectively TKNP's training equips graduates for the labour market and to identify areas requiring further enhancement. A total of 311 graduates were contacted, and 220 consented to participate, resulting in a response rate of 70.7 percent. Data were gathered through a mixed-methods approach that combined online questionnaires, key informant interviews with employers, and focus group discussions with graduates. Quantitative responses were analysed using SPSS, while qualitative feedback was examined thematically.

The findings indicate an overall employability rate of 81.3 percent when using the World Bank's employment classification, which considers graduates pursuing further studies as employed. Formal employment accounted for 31.08 percent of the respondents, self-employment for 31.61 percent, and a further 18.3 percent were engaged in additional studies. Within the first six months after graduation, the transition rate stood at 71.76 percent, with 28.67 percent securing employment, 28.61 percent engaging in self-employment, 14.41 percent enrolling in further studies, and about 3 percent participating in internship programs. Transition rates varied across departments, with the highest being in Electrical and Electronics, followed by Clothing and Textile, and Computers and Informatics. Despite these positive indicators, a significant proportion—52.1 percent— reported being unemployed at the time of the survey, highlighting persistent challenges within the labour market and potential gaps between graduate skills and available opportunities.

Most graduates affirmed that the training they received at TKNP was relevant to their job roles, and employers generally expressed satisfaction with the technical abilities, ethical conduct, and adaptability of TKNP graduates. However, both groups identified notable gaps in practical competencies, soft skills, entrepreneurial preparedness, and digital literacy. These gaps point to the need for continuous curriculum review, deeper industry engagement, and expanded opportunities for work-based learning. Among employed respondents, job satisfaction was generally moderate. Graduates appreciated engaging work tasks, the opportunity to apply their skills, and prospects for learning, but concerns emerged regarding job security, income levels, and limited opportunities for career advancement.

Interest in further education was evident, although financial constraints and limited availability of relevant courses hindered advancement for some graduates. Expanding continuing education pathways and upskilling opportunities would help address this demand. The study also encountered challenges such as non-response, outdated contact information, low completion rates among certain cohorts, limited pre-field sensitization, connectivity issues in remote areas, and varying levels of participant commitment. Nonetheless, the results provide a robust reflection of graduate experiences and institutional performance.

Overall, the study concludes that TKNP's training remains relevant and impactful, though areas for improvement persist, particularly in employability support and alignment with market needs. Strengthening career services and job-placement structures, updating curricula to incorporate emerging technologies and digital skills, reinforcing entrepreneurship and employability training, improving alumni database management, and maintaining regular engagement with employers are recommended to enhance graduate outcomes and ensure the institution continues to produce a skilled, competitive, and adaptable workforce.

1.0. Introduction

1.1. Background of the Study

This report presents the findings of the sixth Tracer Study facilitated by the Eastern Africa Skills for Transformation and Regional Integration Project (EASTRIP). The EASTRIP initiative, funded by the Government of Kenya in collaboration with the World Bank, is a strategic effort aimed at transforming the country's rapidly growing youth demographic into a catalyst for economic growth. By equipping young people with market-driven skills and knowledge, EASTRIP seeks to enhance employment prospects and foster entrepreneurship, thereby contributing to national and regional development. The initiative aligns with the Project Deliverable Objective (PDO) of EASTRIP, which is to increase access and improve the quality of Technical and Vocational Education and Training (TVET) programs in selected Regional TVET Centres of Excellence, while also promoting regional integration. The program is implemented across Kenya, Tanzania, and Ethiopia, focusing on three core areas to achieve its objectives:

1. Increasing access to TVET programs: Expanding opportunities for youth to enrol in vocational and technical education.
2. Improving the quality and relevance of TVET programs: Ensuring that the skills and knowledge imparted are aligned with market demands, thereby increasing the employability of graduates.
3. Supporting regional integration: Fostering collaboration among the participating countries to standardize and elevate the quality of TVET across the region.

In Kenya, EASTRIP's objectives align well with the government's broader agenda to restructure and strengthen the TVET sector. This Tracer Study, as part of the second focus area, is crucial in assessing the outcomes of TVET programs and ensuring that they meet the evolving needs of the labour market.

The 2023/2024 Tracer Study is the third such study conducted by the EASTRIP Project and focuses on graduates who completed their studies in 2023, specifically in programs identified as priorities by EASTRIP. The findings of this study are expected to provide valuable insights into the effectiveness of these programs, guide future curriculum development, and enhance the capacity of trainers across all departments. Reports from the previous five tracer studies have already had a significant impact on curriculum implementation within TVET institutions. By continuously monitoring and evaluating graduate outcomes, this Tracer Study plays a vital role in the ongoing effort to improve the quality and relevance of TVET education in Kenya, ultimately contributing to the creation of a skilled workforce that can drive the country's economic development.

1.2. Purpose of the study

The purpose of this study was to undertake a Tracer Study of TKNP alumni who finalized their studies in November 2022. The study aimed at obtaining insight into the graduates' employment and/or situation after graduation.



1.3. Specific Objectives;

The specific objectives are:

- a) To ascertain the TKNP graduates' employment status.
- b) To find out the duration taken by the TKNP graduates to get employment.
- c) Establish the relevance of the training undertaken by the TKNP graduates to the area of engagement.
- d) The determine the career path taken by the TKNP graduates.
- e) To assess the level of Job satisfaction amongst TKNP graduates

2.0. Literature Review

Tracer studies have become essential tools within Technical and Vocational Education and Training (TVET) systems, providing institutions with insight into graduate transition into the labour market, employment outcomes, and the relevance of training programmes (UNESCO-UNEVOC, 2022). Globally, studies indicate that TVET graduates often exhibit stronger employability rates compared with non-TVET peers, although job quality and employment stability vary depending on sectoral dynamics and national economic conditions (World Bank, 2023). Many graduates secure work in informal or self-employment pathways, reflecting the evolving structure of labour markets worldwide (UNESCO, 2022). Persistent skills mismatch challenges—particularly regarding digital literacy, communication, and problemsolving—continue to be documented, highlighting the need for responsive, competency-based, and industry-aligned curricula (UNESCO, 2022). Globally, many countries have institutionalised graduate tracking as part of accountability frameworks to ensure that training systems meet labour-market needs (Cedefop, 2021).

Across Africa, tracer studies reveal moderate employment rates among TVET graduates, generally ranging between 50% and 70% within one to two years post-graduation (African Union, 2022). Gender disparities remain a persistent concern, with women often concentrated in lower-paying sectors despite attaining comparable qualifications (UNESCO-UNEVOC, 2022). African studies also underscore the value of structured work-based learning—such as industrial attachments and apprenticeships—which significantly improve job relevance and employability outcomes (East African Skills Study, 2022).

In East Africa, tracer studies conducted in Kenya, Uganda, and Tanzania show uneven employment patterns characterized by high levels of contractual work, temporary employment, and self-employment, especially among youth entering competitive labour markets (EAC TVET Survey, 2021). The informal sector continues to absorb a significant share of TVET graduates, illustrating the role of entrepreneurship skills and the importance of strengthening enterprise support mechanisms (EAC TVET Survey, 2021). The quality of training—including availability of equipment, relevance of curricula, and strength of industry partnerships—has been shown to substantially influence employment outcomes (Uganda Ministry of Education and Sports, 2022).

Within Kenya, the TVET sector has undergone major reforms, prioritising Competency-Based Education and Training (CBET), industry engagement, and alignment to national development priorities. National tracer studies report that a significant majority of TVET graduates secure employment within 6 to 18 months after graduation, with considerable variation across programmes and institutions (Technical and Vocational Education and Training Authority, 2023). Self-employment continues to play a major role, particularly in construction, mechanical, COMPUTERS AND INFORMATICS, Business Department, and beauty-related trades. Nonetheless, training relevance challenges remain due to outdated equipment, insufficient industrial exposure, and varying trainer competencies (Kenya National Qualifications Authority, 2021). Gender gaps continue to be documented within STEM and technical fields, prompting calls for inclusive and gender-responsive TVET strategies (UNESCO-UNEVOC, 2022).



Synthesizing these global, continental, regional, and national insights reveals several implications for the Kisumu National Polytechnic's 2024 tracer study. First, employment outcomes must be examined beyond simple employment status to include job quality, formality, sector distribution, and stability. Second, training relevance must be critically assessed to guide evidence-based curriculum review under CBET reforms. Third, gender-disaggregated analysis is essential for identifying and addressing equity gaps. Finally, strengthening industry partnerships—including opportunities for industrial attachment, apprenticeships, and workplace learning—can significantly enhance graduate employability.

The conceptual framework guiding this study is grounded in labour-market outcomes theory, which posits that TVET institutional inputs—such as curricula, trainer competence, and practical learning opportunities—shape learners' acquisition of technical and soft skills. These skills in turn influence employment outcomes, including job relevance, earnings, and career progression (World Bank, 2023). External labour-market factors such as economic trends, technological changes, and industry demand moderate these relationships. This framework therefore directly links the study's objectives—employment rates, job relevance, and employer satisfaction—to the broader institutional and economic environment.



3.0. Methodology

3.1. Study Design

The 2024/2025 Tracer Study was designed as a descriptive longitudinal mixed-methods study aimed at assessing the employment outcomes of graduates from the Kisumu National Polytechnic (TKNP) who completed their studies in 2024. The study was carried out in the month of June to July 2025

3.2. Target Population

The target population for this study comprised graduates from the Kisumu National Polytechnic who completed their studies in 2023. These graduates were enrolled in programs prioritized by EASTRIP. The study aimed to reach as many graduates as possible within this cohort to ensure a representative sample, thereby enhancing the generalizability of the findings.

3.3. Data Sources

The primary source of data for this study was the Kisumu National Polytechnic's Enterprise Resource Planning (ERP) System. This system provided records of the graduates, including their contact information, which was crucial for reaching out to the study participants.

3.4. Data Collection Methods

Data will be collected using the following methods

- a) Secondary data will be collected through the review of relevant Literature.
- b) A Questionnaire have been developed to collect primary data from the targeted graduates. This will be administered virtually, by sending an online link to the graduates. The questionnaire covers employment status (employed, unemployed, pursuing further studies, etc.), Duration taken to secure employment, Relevance of training to current work, Career path after graduation and Level of job satisfaction (ANNEX 1)
- c) A Key Informant Interview (KII) tool will be used on Employers of the graduates. This will be administered face to face or virtually. The instrument will be used to assess ability, competence, attitude, skills, and areas of Improvement for graduates under their employment. (ANNEX 2)
- d) A Focus Group Discussion (FGD) Tool will be used on graduates from similar departments. These discussions will be administered physically and/or virtually. This information covered is the same as the questionnaire, and is used to give further insights and triangulate the results of the questionnaire (ANNEX 3)

3.5. Data Handling and Analysis

The data collected through SMS, phone calls, and email were systematically handled to ensure accuracy and reliability in the analysis:

- i. Data Cleaning and Coding: After collection, the data were downloaded in spreadsheet format. The data were then cleaned to remove any inconsistencies, duplicates, or errors. Each response was carefully reviewed and coded to facilitate analysis.
- ii. Data Exportation to SPSS: Once cleaned and coded, the data were exported to SPSS (Statistical Package for the Social Sciences) software for detailed analysis. SPSS was used to perform both descriptive and

inferential statistical analyses, allowing for the identification of trends, patterns, and correlations in the employment outcomes of the graduates.

- iii. Quantitative Analysis: In SPSS, quantitative data were analyzed to determine employment rates, the nature of employment, sectoral distribution, and the relevance of jobs to the graduates' training. Frequency distributions, cross-tabulations, and other statistical tests were applied as needed to interpret the data effectively.
- iv. Qualitative Analysis: Responses to open-ended questions were analyzed using thematic analysis. This method enabled the identification of recurring themes and insights related to graduates' experiences, challenges, and satisfaction levels.

3.6. Ethical Considerations:

The study was conducted by ethical guidelines to ensure the privacy and confidentiality of all participants. Graduates were informed of the study's purpose, and their participation was entirely voluntary. All data collected were anonymized, and the results were reported in aggregate form to prevent the identification of individual respondents.

3.7. Methodological Challenges and Limitations:

While every effort was made to ensure a comprehensive and accurate study, several challenges were faced which were similar to the challenges in the past tracer studies:

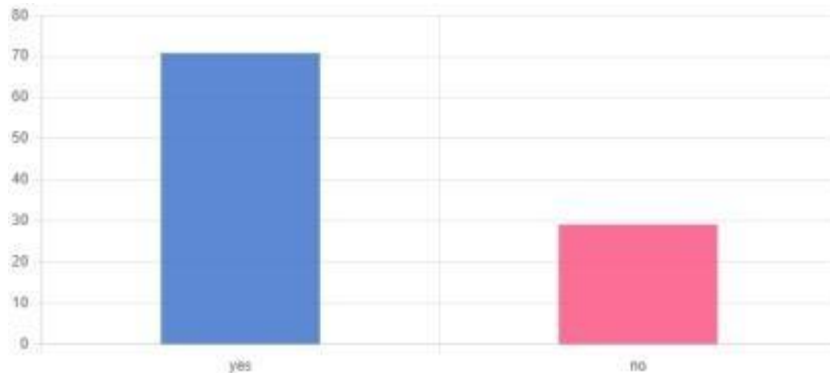
- i. Response Rate: Not all graduates responded to the online survey, SMS, or phone calls, which may have introduced non-response bias.
- ii. Efforts were made to mitigate this by repeated attempts to contact non-respondents. Self-Reported Data: The study relied on self-reported data from graduates, which may be subject to recall bias or inaccuracies in reporting.
- iii. Access to Graduates: Although the ERP system provided a reliable source of contact information, there were instances where contact details were outdated, leading to difficulties in reaching some graduates.
- iv. No Pre-Field Work Awareness and Sensitization: Due to time limitations, there were no pre-field work awareness and sensitization meetings between field research staff and relevant stakeholders.
- v. Low Participation Rate: A low percentage of graduates were willing to participate in the survey. 8 FY2023-2024 Tracer Study Report – June 2024
- vi. Low Study Completion and Pass Rates: The study observed low completion and pass rates among the graduates.
- vii. Remoteness and Mobile Network Issues: Some areas faced challenges with remoteness and unreliable mobile network coverage, impacting data collection efforts.
- viii. Lack of Commitment: There was a lack of commitment from some respondents, affecting the quality and completeness of the data.

4.0. Results and Findings

4.1 Graduate demographics

Out of the 312 respondents, 71% provided consent to participate in the study, while the remaining 29% declined, indicating a strong overall willingness to take part in the research.

Table 1 : *Response Rate*



Among those who participated, 129 (41.35%) were female, 91 (29.17%) were male, and 1 (0.32%) identified as other, indicating a higher participation rate among female respondents.

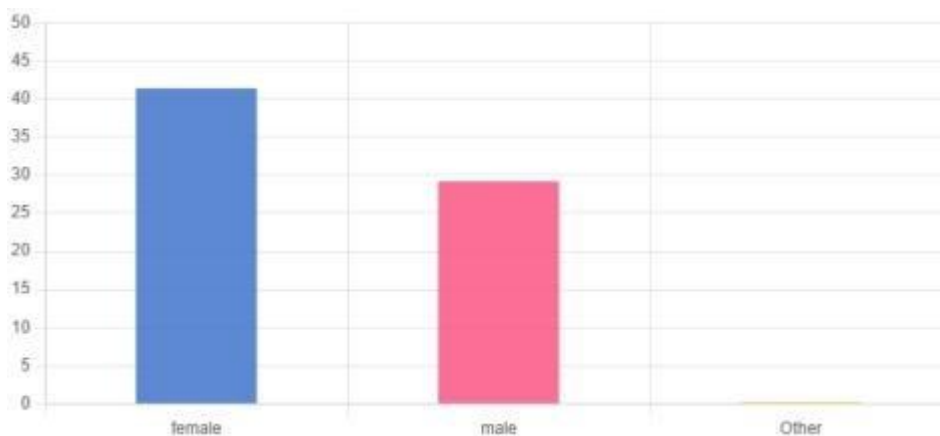


Figure 1: *Distribution of Respondents by Gender*

The age distribution of respondents indicates that the majority (approximately 52%) were aged between 25 and 35 years, suggesting that most participants were young adults in their early career or mid-stage of life. This was followed by individuals below 25 years (about 20%), while only a small proportion (around 2%) were aged above 35 years. These findings highlight that the study sample was largely composed of younger respondents, particularly those in the 25–35-year age group.

Table 2: Frequency distribution of respondents for Age

Value	Frequency	Percentage
25-35yrs	160	51.28
Below 25yrs	58	18.59
Above 35yrs	3	0.96

The analysis of respondents' educational qualifications shows that the majority held diploma-level qualifications, forming the largest proportion of participants. This was followed by those with certificate or craft qualifications, while only a small percentage had artisan-level qualifications. Overall, the findings indicate that most respondents had attained post-secondary technical or professional education, with diploma holders being the dominant group.

In terms of areas of specialization, the highest number of respondents were in Clothing and Textile (17.63%), followed closely by Business Department (16.99%), Electrical and Electronics (15.38%), and Building and Civil Engineering (12.5%). A smaller proportion specialized in COMPUTERS AND INFORMATICS (8.33%). These findings indicate that the respondents represented a diverse range of technical and vocational fields, with a strong concentration in practical and industry-oriented disciplines.

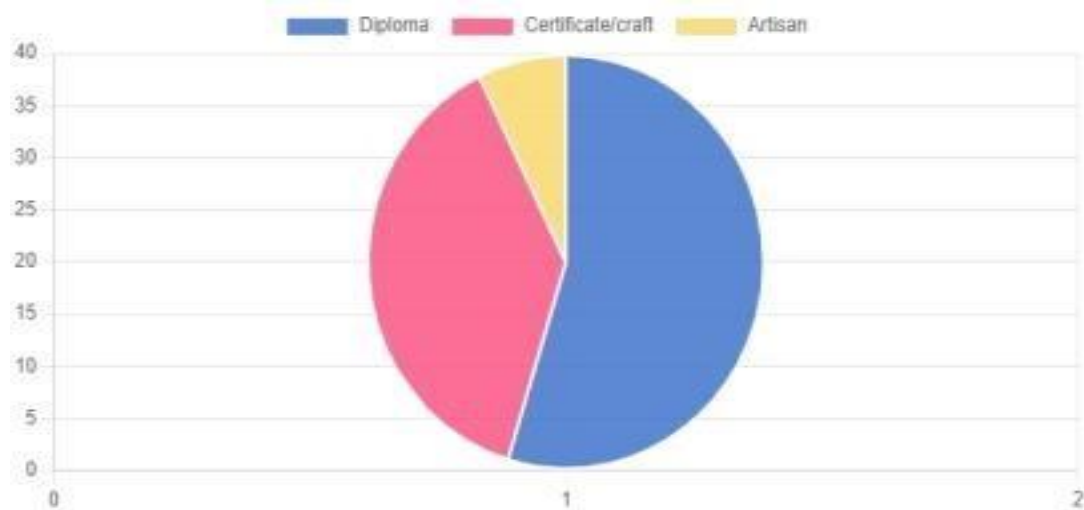


Table 3: Distribution of respondents by level of study

Table 4: Frequency of Respondents per Department.

Value	Frequency	Percentage
Clothing and Textile	55	17.63
Business Department	53	16.99
Electrical and Electronics	48	15.38
Building and Civil Engineering	39	12.5
Computers and Informatics	26	8.33

4.2: Employment Status

Over half of the respondents (52%) were unemployed, while 13% were self-employed and 6% were in formal employment. These results suggest that although many respondents possess technical qualifications, a significant portion remain unemployed, highlighting a potential gap between training and available job opportunities.

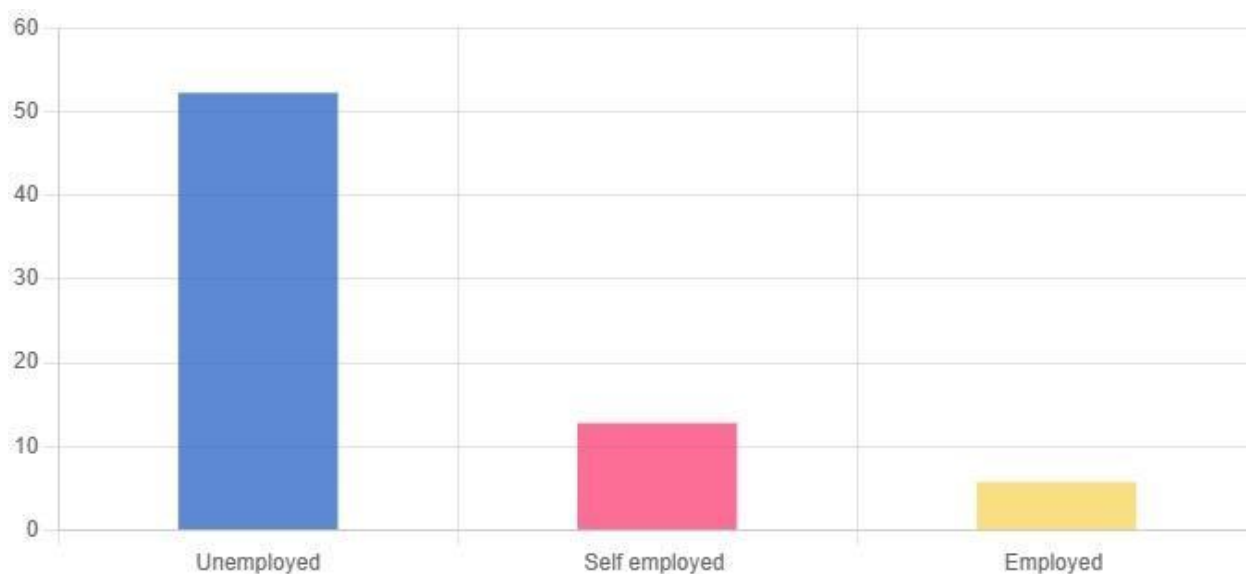


Figure 2: Employment Status of Respondents

Among those employed, 4% were on contract terms, and only 2% held permanent positions with 13% of respondents engaged in full-time work, while 5% were in part-time roles.

With respect to the type of employer organization, 3% of respondents were employed in the private sector, 1% in public institutions, and 0.64% in non-governmental organizations (NGOs). Majority of the respondents both the employed and the self-employed did not have any challenge performing their assignments.

Graduate Employment Comparison (Including Self-Employed): Within vs Beyond 6 Months (2024)

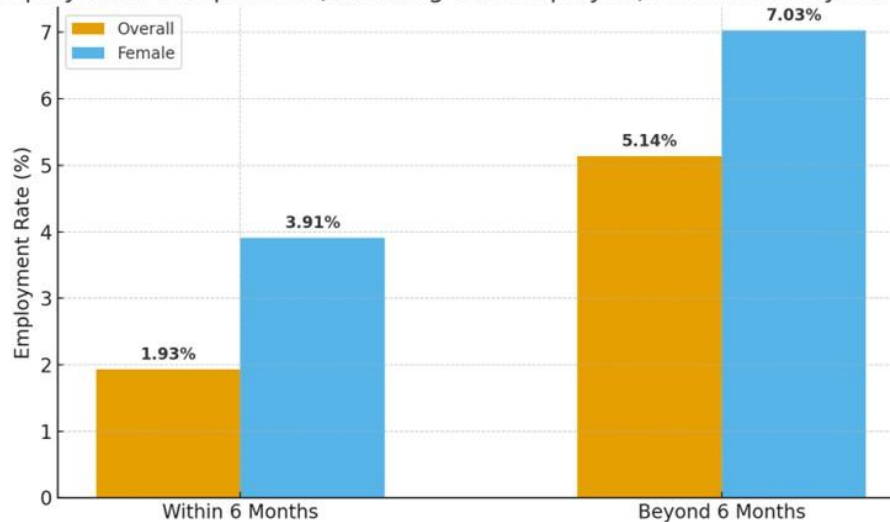


Figure 3: Female graduate employment status compared to overall employment status

4.3: Relevance of Training

The findings reveal that the majority of respondents expressed a positive attitude toward the relevance of their studies, indicating that they found their training applicable and valuable in real-life situations. This suggests that most participants recognized a clear connection between the skills acquired during their studies and the demands of the job market, reflecting confidence in the practicality and usefulness of their educational programs. Job Satisfaction

4.4: Job satisfaction

The analysis of the level of satisfaction among respondents shows that most participants were generally satisfied with their job. A significant proportion reported being satisfied “much”, followed closely by those who were satisfied “somehow”. A smaller number indicated they were “very much” satisfied, while only a few respondents reported not being satisfied at all.

Overall, the results suggest that the majority of respondents held a positive perception of their job, indicating that the training received met their expectations and contributed meaningfully to their personal and professional development.



Figure 4: Level of Satisfaction with current employment

4.5: Currently taking further studies

The analysis of respondents' engagement in further studies shows that the majority were not currently pursuing any additional education, while only a small proportion indicated that they were enrolled in further studies. This suggests that most respondents had not yet advanced their academic or professional qualifications beyond their initial level of training, possibly due to employment challenges, financial constraints, or satisfaction with their current qualifications.

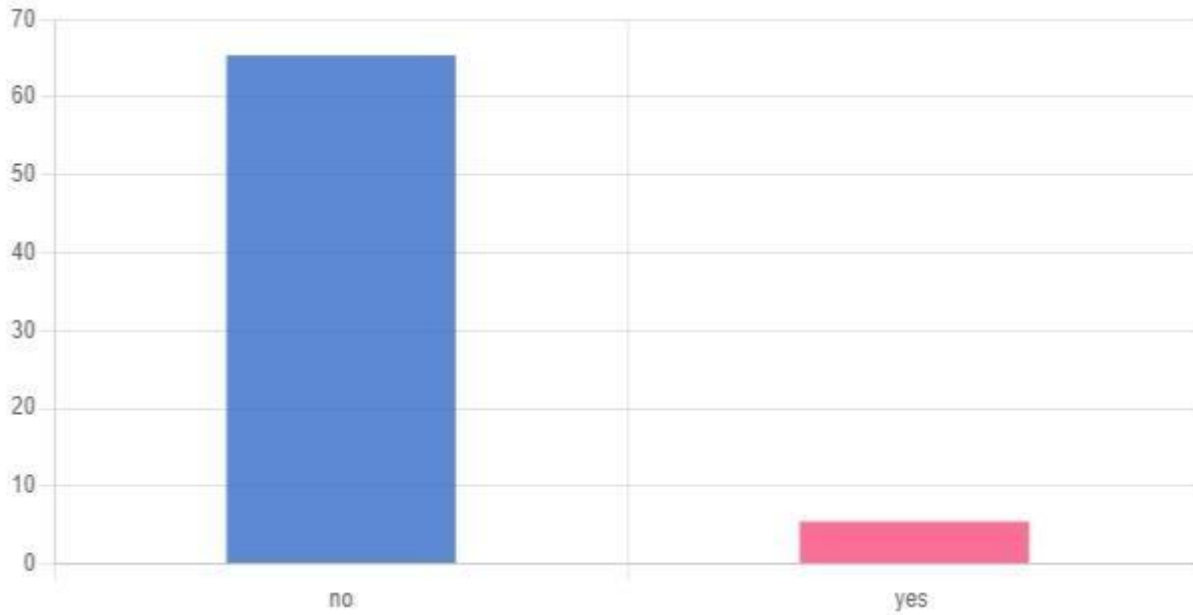


Figure 5: Distribution for those currently taking further studies

For those who were taking further studies they were majorly enrolled in degree (2.88%) and diploma (2.56%) courses.

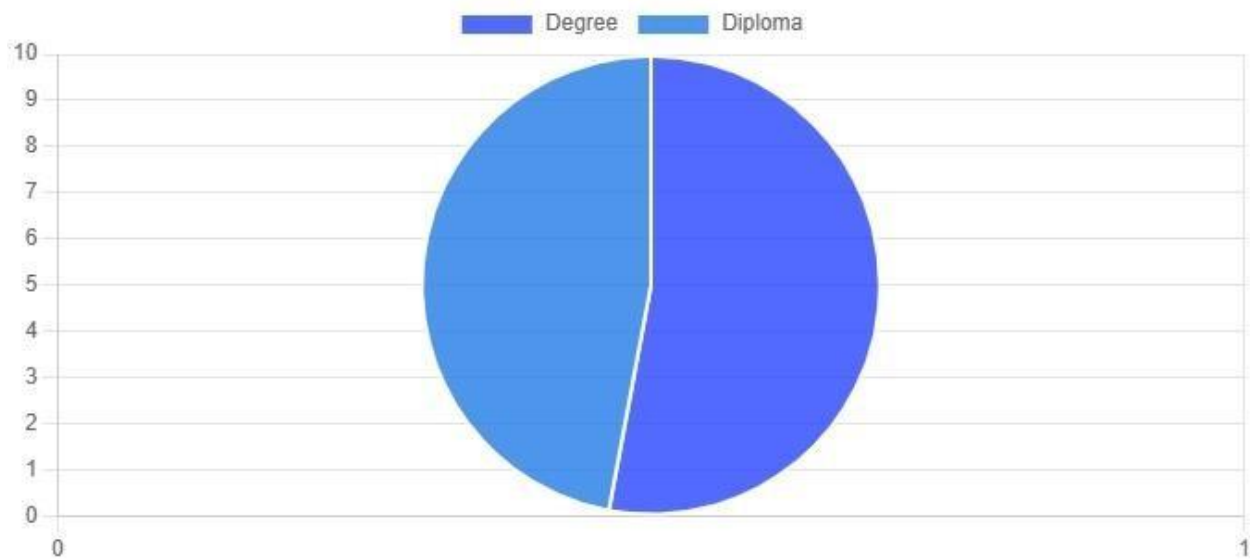


Figure 6: Distribution for level of study enrolled

Transition rate per department

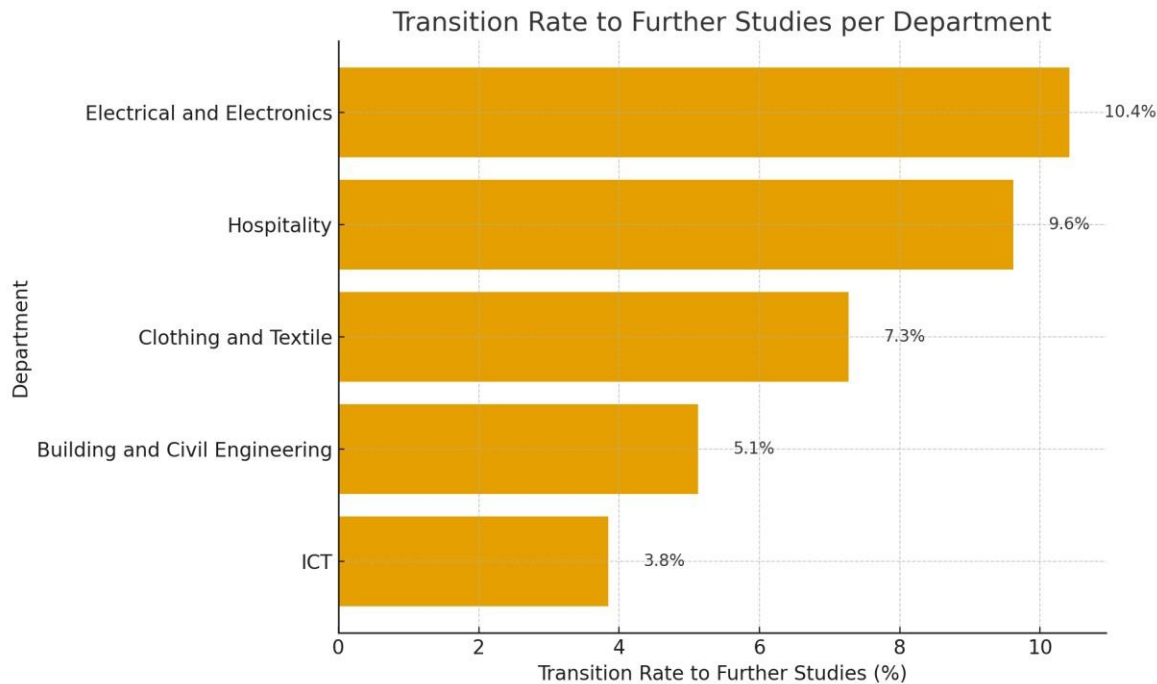


Table 4: Transition rate per Department

Department	Transition Rate (%)
Electrical and Electronics	10.42
Business Department	9.62
Clothing and Textile	7.27
Building and Civil Engineering	5.13
Computers and Informatics	3.85

Electrical & Electronics graduates are the most likely to pursue further studies, computers and informatics graduates have the lowest continuation rate, the mean rate (7.2%) with SD \approx 2.9% indicates moderate variability between departments.

Transition Universities / colleges

The university /colleges that most were admitted for further studies included, Kenyatta University, JKUAT, JOUST, Tum, The Kisumu National polytechnic, Kenya Methodist, Zetech University, KCA University, Kenya Coast National Polytechnic, Multimedia University of Kenya, Kenya Utalii College, Maasai Mara Technical and Vocational College, Mount Kenya University and Eldoret Aviation Training Institute

5.0. Conclusions and Recommendations

5.1. Conclusions

The 2025 tracer study demonstrates that training at The Kisumu National Polytechnic continues to be relevant and generally well-regarded by graduates and employers alike. Graduates report positive experiences with the quality of instruction, acquisition of technical skills, and overall readiness for workplace engagement. However, the findings also highlight persistent challenges that mirror broader trends in the Kenyan and regional TVET landscape.

Unemployment remains a significant concern, with more than half of respondents reporting that they were not engaged in formal or self-employment at the time of the study. Limited availability of industry placements, insufficient exposure to work-based learning, and gaps in soft skills and entrepreneurial competencies appear to contribute to low transition rates into meaningful employment. While departments such as Electrical & Electronics and Business Department show higher transition and further study rates, other programs lag behind, indicating the need for targeted interventions.

The study also reveals strong interest in further learning and career progression, but many graduates face financial barriers and limited access to flexible, modular, or competency-based upskilling pathways. Despite these challenges, the feedback affirms that TKNP's training foundation remains solid and provides a platform on which more responsive, industry-aligned, and future-focused improvements can be built.

5.2 Recommendations

1. Strengthen Industry Linkages and Work-Based Learning Structures

Aligned to EASTRIP objectives & TVETA standards.

- Establish formal MoUs and sector-specific advisory boards with industry partners.
- Expand internship, apprenticeship, and dual-training models to increase real-world exposure.
- Introduce systematic employer feedback loops to inform the review of program delivery and competencies.

2. Deepen Implementation of Competency-Based Education and Training (CBET)

Aligned to KNQA and TVETA CBET frameworks.

- *Update curricula to ensure all programs are fully competency-based, with clearly defined occupational standards.*
- *Enhance practical hours, workplace simulations, and project-based assessments.*
- *Strengthen instructor capacity through regular CBET training and industry immersion.*

3. Build Robust Career Guidance, Placement, and Alumni Tracking Systems

Recommended in global best practice (UNESCO-UNEVOC, World Bank).

- *Develop a Career and Industry Liaison Office with a clear mandate for job placement, internship coordination, and graduate tracking.*

- *Maintain an updated alumni database integrated into the institution's ERP system.*
- *Host regular job fairs, employer roundtables, and mentorship programs to support graduates' transition.*

4. Enhance Soft Skills, Digital Literacy, and Entrepreneurial Training

Critical skills highlighted by UNESCO and Africa's TVET reform agenda.

- Embed transferable skills (communication, teamwork, problem-solving, work ethics) across all programs.
- Introduce digital literacy modules including basic ICT, data skills, and emerging technologies relevant to each field.
- Strengthen entrepreneurship training through business incubation, financial literacy programs, and start-up support initiatives.

5. Improve Quality Assurance and Training Resources

Aligned with TVETA institutional quality audits.

- Modernize equipment and learning resources to match industry standards.
- Ensure regular preventive maintenance of laboratories and workshops.
- Expand quality audits internally to track training relevance, instructor performance, and learner satisfaction.

6. Promote Inclusivity, Gender Responsiveness, and Youth Empowerment

Consistent with national and regional TVET equity frameworks.

- Address gender disparities through targeted recruitment strategies, mentorship programs, and safe learning environments.
- Provide flexible learning pathways for working learners, women, and youth facing socioeconomic barriers.
- Integrate psychosocial support and employability coaching.

7. Strengthen Further Study Pathways and Articulation Agreements

Supports the national TVET–university vertical and horizontal progression model.

- Develop credit transfer and articulation arrangements with universities and professional bodies.
- Offer modular, short courses and micro-credentials to support upskilling.
- Integrate Recognition of Prior Learning (RPL) systems for informal sector trainees.

8. Improve Data Management and Continuous Monitoring

Aligned with global best practices for sustainable TVET quality improvement.

- Institutionalize annual tracer studies with improved digital data collection tools.
- Develop dashboards for real-time analysis of graduate outcomes.
- Use findings to inform annual curriculum reviews, resource allocation, and strategic planning.



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ANNEXTURES

**ANNEX 1: ALUMNI/GRADUATE QUESTIONNAIRE****THE KISUMU NATIONAL POLYTECHNIC****TRACERSTUDY QUESTIONNAIRE ALUMNI/GRADUATE 2025****TRACER STUDY QUESTIONNAIRE**

The Kisumu National Polytechnic (TKNP) annually undertakes a tracer study of its graduates for the purpose of getting feedback concerning their state of employment, type of employment or further studies since your completion of training at TKNP. The information provided will assist the institution in planning of future educational needs in relation to the relevance and quality of training offered. Your response will be kept confidential and NOT be used for any other purpose other than this study. We thank you for participating in this study.

I have read the foregoing information and I consent voluntarily to be a participant in this study.

☐ yes ☐ no

A. PERSONAL INFORMATION

Full Name

Gender

☐ male
☐ female

☐ Other

Age

☐ Below 25yrs
☐ 25-35yrs

☐ Above 35yrs

Email



Phone number

Electronic Social network and ID

☐ WhatsApp Facebook

☐ Twitter

☐ Instagram

☐ Specify ID for your choice

TVET level of study

☐ Diploma

☐ Certificate/craft

☐ Artisan

Department

☐ Electrical and Electronics

☐ Building and Civil Engineering

☐ ICT

☐ Business Department

☐ Clothing and Textile

Electrical and Electronics

☐ Electrical Installation

☐ Electrical and Electronic Technology

☐ Electrical and Electronic Technology (Power Option)

☐ Electrical and Electronic Technology (Telecommunication) Electrical

☐ and Electronic Engineering(Telecommunication)

☐ Electrical wireman and Fitter ☐

Mechatronics Engineering **Building and Civil**

Engineering

- ☐ Masonry and Brick Laying
- ☐ Architecture
- ☐ Building Technology
- ☐ Land Surveying
- ☐ Road Construction
- ☐ Civil Engineering
- ☐ Plumbing

ICT

- ☐ Computer science
- ☐ Records and Archives
- ☐ Information Communication & Technology

Business Department

- ☐ Food And Beverage
- ☐ House Keeping and Laundry Management
- ☐ Catering and Accomodation
- ☐ Tour guiding and Operations
- ☐ Tourism Management

Clothing and Textile

- ☐ Tailoring
- ☐ Dressmaking
- ☐ Fasion Design and Garment Making

When was the month of your last paper

- ☐ March _ April

- ☐ July- August
- ☐ October - November
- ☐ Other

other specify

EMPLOYMENT INFORMATION

1. Employment status ☐ Employed

☐ Self employed

☐ Unemployed

2. If employed, state the company, institution where you are employed:

3. Year of Employment

☐ 2022

☐ 2023

☐ 2024 ☐

2025 ☐ other

specify

Month of Employment

☐ January

- ☐ February
- ☐ March
- ☐ April
- ☐ May
- ☐ June
- ☐ July
- ☐ August
- ☐ September
- ☐ October
- ☐ November
- ☐ December

4. Start date incase of self employment

5. Category of Employment

- ☐ Permanent
- ☐ Contract

6. Nature of employment

- ☐ Part time
- ☐ Full time

7. Type of employer organization

- ☐ Public
- ☐ Private
- ☐ NGO

Contact of your Employer

9. Do you have any major problem(s) in your job assignment ☐ yes

☐ no

If Yes, then specify the problem

10. How do you rate the contribution of the program of your study at TKNP to your personal knowledge, attitudes and skills

(give number from the range 0-5) 0 = VERY POOR , 1= POOR, 2= FAIR, 3= GOOD, 4= VERY GOOD, 5= EXCELLENT

Enhanced my knowledge

Improved my management skills

Improved my skills in problem solving

Improved my skills in research

Improved my efficiency in learning

Enhanced my communication skills

Enhance my technical Skills

11. Relevance of your program of study at TKNP to your current job

((number range 1-5) very much relevant =5, much relevant =4, relevant =3, somehow relevant =2, not relevant =1

0 1 2 3 4
5

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	

Quality_of_academic_skills_required

Improved management skills

Improved skills in problem solving

Improved skills in research

Improved efficiency in learning

Enhanced communication skills

Enhance technical Skills

12. How satisfied are you with your current job? ☐ Very

much ☐ much ☐ somehow

☐ not satisfied

13. The following can be used to best explain or represent major strengths of the TKNP program that you attended/pursued .

(give number from range 0-5)Excellent =5 , very good= 4, good =3, fair =2, poor =1, very poor =0

Teaching/ learning environment

Quality of training

Trainer student relationship

Inter-disciplinary learning

Problem solving

Attachment/work placement

Extracurricular activities

Range of courses offered

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



0

1

3

4

5

☐ yes ☐ no

Year of enrollment



JUNE

THE KISUMU NATIONAL POLYTECHNIC

Level

☐

Degree

☐

Diploma

☐

Other

Specify

University / college

Year of completion

THANK YOU FOR YOUR PARTICIPATION

ANNEX 2: KEY INFORMANT INTERVIEWS TOOL

THE KISUMU NATIONAL POLYTECHNIC

KEY INFORMANT INTERVIEWS TOOL

Introduction:

- Welcome and Introduction:
- Welcome the participants.
- Briefly introduce the purpose of the focus group discussion: to gather insights into the employed TKNP graduates' abilities, competencies, attitudes, skills, and areas for improvement.
- Confidentiality and Consent:
- Emphasize the confidentiality of the discussion.
- Seek consent for participation and recording if applicable.

Section 1: General Impressions:

1. Overall Satisfaction:

- On a scale of 1 to 10, how satisfied are you with the TKNP graduates you have employed?
- What positive experiences or contributions have you noticed from the graduates?

Section 2: Abilities and Competence: 2. Technical Abilities:

- How would you rate the technical abilities of TKNP graduates in their respective fields?
- Can you provide specific examples of how their technical skills have been beneficial in the workplace?

3. Problem-Solving Skills:

- In what ways have you observed TKNP graduates demonstrating problemsolving skills?
- Can you share any instances where their problem-solving abilities have made a positive impact?

4. Adaptability:

- How well do you think TKNP graduates adapt to new challenges or changes in the work environment?
- Share any experiences that highlight their adaptability.

Section 3: Attitude and Soft Skills: 5. Communication Skills:

- How would you assess the communication skills of TKNP graduates, both verbal and written?
- Provide examples of effective communication or areas that may need improvement.

6. Teamwork and Collaboration:

- In what ways do TKNP graduates contribute to teamwork and collaboration in your workplace?
- Can you identify any instances where their collaborative efforts have been noteworthy?

7. Professionalism:

- Share your observations on the professionalism displayed by TKNP graduates.
- Are there specific behaviors that stood out positively or areas that need attention?

Section 4: Specific Skills and Knowledge: 8. Industry-Relevant Skills:

- How well do TKNP graduates apply industry-relevant skills acquired during their training?
- Are there specific skills that you find particularly valuable or areas that may need enhancement?

9. Leadership Potential:

- Have you identified any TKNP graduates who display leadership potential?
- How can TKNP better prepare graduates for leadership roles in your industry?

Section 5: Areas for Improvement:

10. Identifying Improvement Areas: - Are there specific areas where you believe TKNP graduates could improve? - How can TKNP enhance its curriculum to address these improvement areas?

11. Professional Development Needs:

- What professional development opportunities do you think would benefit TKNP graduates in your industry?

Conclusion:

- Thank the participants for their valuable input.
- Clarify any follow-up actions or information needed.
- Reiterate the importance of their insights in shaping the future curriculum and training at TKNP.

Note: This focus group discussion tool can be modified based on the specific industry, context, and the nature of TKNP graduates' employment.

Annex 3: FOCUS GROUP DISCUSSION GUIDE

THE KISUMU NATIONAL POLYTECHNIC

FOCUS GROUP DISCUSSION GUIDE:

Introduction:

1. Welcome participants and express appreciation for their participation in the Kisumu National Polytechnic Tracer Study.
2. Briefly reiterate the specific objectives of the study.

Icebreaker:

3. Begin with an icebreaker to create a relaxed atmosphere and encourage participation. **Background Information:**
4. Participants introduce themselves, mentioning their course of study, graduation year, and current employment status.

Objective 1: Employment Status:

5. Could you share your current employment status? Are you currently employed, selfemployed, seeking employment, or pursuing further education?
6. For those employed, can you briefly describe your current job roles and responsibilities? **Objective 2: Duration of Employment Search:**

7. For those who experienced a gap between graduation and employment, how long did it take you to secure employment? What were the factors influencing this duration? **Objective 3: Relevance of Training:**

8. How relevant do you perceive the training you received at Kisumu National Polytechnic to be in your current field of engagement?
9. Can you provide specific examples of how the skills and knowledge acquired have been applied in your professional endeavors? **Objective 4: Career Path:**
10. Describe the career path you have taken since graduating from Kisumu National Polytechnic. Have there been any significant milestones or changes? **Objective 5: Job Satisfaction:**
11. On a scale from 1 to 10, how satisfied are you with your current job? What factors contribute to your satisfaction or dissatisfaction?

12. Are there any aspects of your job that you find particularly rewarding or challenging?

Wrap-up:

13. Any additional comments or insights you would like to share?
14. Thank participants for their valuable input.
15. Explain the next steps and how the gathered information will contribute to the Tracer Study.

Closure:

16. Ask if there are any questions or if participants want to add anything.
17. Express gratitude for their time and valuable contributions to the Tracer Study.