THE KISUMU NATIONAL POLYTECHNIC

TRACER STUDY REPORT

Tracking Graduate Outcomes and Institutional Impact

Prepared by:
The Kisumu National Polytechnic

June 2022
Cohort - 2020

Empowering Technical Education Through Evidence-Based Insights

Table of Contents

Contents

Preface 2

Acknowledgement 3

Executive Summary 6

1.0 INTRODUCTION 7
- 1.1 Background Information 7
- 1.2 Framework of the Study 7
- 1.3. Purpose of the study .....
- 1.4. Specific Objectives 8

2.0 RESEARCH DESIGN AND METHODS 9
- 2.1 Purpose of the study 9
- 2.2 Research Methods and Techniques 9
- 2.3 Research Instrument 9
- 2.4 Sampling 9
  - 2.4.1 Sampling Technique: 10
  - 2.4.2 Sample size: 10
- 2.5 Data Collection 11
- 2.6 Data Analysis 12

3.0 FINDINGS AND DISCUSSION OF FINDINGS 13
- 3.1. Demographic Information 13
- 3.2. Gender of traced graduates 13

3.2.1. The civil status of traced graduates 14

3.1.1. Year of graduation of graduates 15

3.1.2. Traced Graduates by age 15

3.1 Present Employment Status 20
- 3.2.1 Employment status 20

Details of Business Activities for Self-Employed Graduates 21
- 3.2.2. Duration taken by self-employed graduates to start business 21
- 3.2.3 Industry sectors for self-employed graduates 22

Further training for graduates 23

3.0.1.3 Participation in Further Training after Graduation 23

3.0.1.4 Type of further training 25

3.0.1.5 Reasons for not participating in Further Training 25

4.1.8.5 The Likelihood of attending Further Training Courses 26

4. Discussion, Conclusion and Recommendations 28

4.0 Discussion 28

4.0.1 Physical and Administrative Factors 28

4.0.2 Knowledge and Skills 30

4.0.3 Employment Status for Graduates 32

4.0.3.1 Unemployment 32
4.0.3.2 Self-employment 88
4.1.5 Further Training 88
4.1 Conclusion 90
4.2 Recommendations 90
1. Training Staff 90
2. Knowledge, Skills and Abilities 92
3. Labour Supply 92
4. Collaborations and Partnerships 93

Executive Summary

The purpose of this graduate tracer study was to provide an evaluation of the programs offered by the Kisumu National Polytechnic. The Kisumu National Polytechnic (TKNP) is developing a Regional Flagship TVET Institute for Textile Technology (RFTITT). The Institute 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 is conducting a Tracer study of the Diploma and Graduates program of 2019-2020 cohort.
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 Craft and Diploma levels, plus a plethora of short-term certificate courses in the part-time programmes. The polytechnic in collaboration with the industry has developed its more than 17 curricula which it intends to roll out/

The objective of the tracer study had been to track the effectiveness of the TKNP in equipping both Craft Certificate and Diploma graduates in Fashion Design and Garment Making programs 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 the graduates and assessed how successful they had been able to integrate into the labour market after completing their learning program, between 2019 and 2020.

The study was conducted between March 2022 and June l 2022.

1.0 INTRODUCTION

1.1 Background Information

The Kisumu National Polytechnic (TKNP) formally Kisumu Technical Training Institute is located in the outskirts of Kisumu town. 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 middle-level technical college 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 institute are drawn from fresh secondary school leavers, graduates from other tertiary institutions, employees on part-time release basis and the informal (Jua Kali) sector.

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) and the National Industrial Training Authority (NITA). The Kisumu National Polytechnic offers courses at Artisan, Craft and Diploma levels, plus a plethora of short-term certificate courses in the part-time programme. TKNP is a member of the Kenya Association of Technical Training Institutions (KATTI). TKNP has seen tremendous growth in terms of courses offered and the trainee population.

1.2 Framework of the Study

The conceptual model of this study is shown in Figure 1.1. This study is pursued on the premise that the polytechnic's Graduates program graduates have to be appraised relative to the skills they acquired from their course. How they fare in the Fashion Design labour market after graduation holds an important aspects in coming up with a more significant and relevant curricular program offering by TKNP.

Figure 1.1 Schematic diagram showing how to improve Graduates curricular program and employability of graduates

*1.3. P*urpose of the study

The purpose of this tracer study was to track the destinations of graduates and gain insight into the value of TKNP Programmes in supporting the graduates gain employment or self-employment

1.4. Specific Objectives

Specifically the TKNP tracer study objectives were as follows;

a. The attitude of the graduates regarding job quality, relevance, and effectiveness of their training in securing employment.
b. The attitude of the graduates regarding business quality, relevance, and effectiveness of their training in supporting self-employment.

The study was conducted between April 2022 and June 2022. The TKNP program tracer study examines;

2.0 RESEARCH DESIGN AND METHODS

2.1 Purpose of the study

This study used a combination of qualitative and quantitative research methods and techniques. The qualitative research approach involved interviewing graduates using a semi structured questionnaire to obtain their perspectives on a range of issues.

The quantitative research approach involved collecting and analysing of numerical data from a tracer study survey instrument.

2.2 Research Methods and Techniques

2.2.1 Literature Review: TKNP documents relating to the study were reviewed.

2.2.2 Survey: An online questionnaire was administered to a sample of TKNP graduates. The advantages of this type of survey are two-fold. Firstly, it is suitable for working with a large sample. And secondly, by conducting an online questionnaire, instead of administering a Online interview, the chances of a good response rate are relatively high and the cost is minimal.

2.3 Research Instrument

The main data collection instrument used was a questionnaire which consisted of open-ended and closed questions. The questionnaire was developed around the key variables of research.

2.4 Sampling

The population of the study was 3167 graduates from the 2020, and 2021, at various levels including Diploma, Certificate and Artisan with various qualifications.

Exhibit 4: Graduates

DEPARTMENT	No of graduates		
	2020	2021	TOTAL
MATHS AND ICT	89	93	**182**
APPLIED SCIENCES	73	112	**185**
BUSINESS	123	154	**277**
ENTREPRENUERSHIP	65	82	**147**
LIBERAL STUDIES	113	164	**277**
AUTOMOTIVE ENGINEERING	126	145	**271**
MECHANICAL ENGINEERING	101	145	**246**
ELECTICAL AND ELECTRONICS ENGINEERING	137	181	**318**
CLOTHING AND TEXTILES	103	148	**251**
HOSIPTALITY	255	293	**548**
BUILDING AND CIVIL ENGINEERING	215	250	**465**
TOTAL	**1400**	**1767**	**3167**

Source TKNP database 20220 -2021

2.4.1 Sampling Technique: The survey team agreed out of convenience to sample out graduates form **five** out of the eleven departments. The departments were picked randomly from a cup containing papers of all the departments. The departments picked were: Maths & computer, Electrical & Electronics, Business and Clothing and Textiles.

2.4.2 Sample size: One thousand twenty eight (1028) trainees graduated over the two years. An online questionnaire using closed and open-ended items made up the data collection instrument (refer to Appendix 1). It was administered between March and June 2022 to all 1028 graduates.

Exhibit 5: Sample Size of Tracer Study

DEPARTMENT	No of graduates		
	2020	2021	TOTAL
MATHS AND ICT	89	93	182
BUSINESS	123	154	277
ELECTICAL ENGINEERING	137	181	318
INSTITUTIONAL MANAGEMENT	255	293	548
CLOTHING AND TEXTILES	103	148	251
Total	**707**	**869**	**1,576**

Source: Tracer Study survey data: 2022

The sample thus formed 49.76% of the population, hence the sample size is representative of TKNP graduates. A total of 40 graduates responded to the survey providing a participation rate

of 2.54%.

Exhibit 5: Sample percentage of population Tracer Study

Population size	Sample Size	Percentage
3167	1,576	49.76

Source: Tracer Study survey data: 2022

The breakdown of graduate responses by department was the following:

2.5 Data Collection

Through the use of the online survey, data was collected from graduates. Data was collected over a period of two months. When computation of the survey feedback began, a total of 40 responses had been received. This represented a response rate of 2.54%. There was a non-response of 97.46%,

The following approaches were adopted to collect data:

- Email contacts of targeted respondents were acquired and questionnaire sent to them.
- A reminder is sent to all targeted respondents who have not submitted there responses
- A team of three research called the targeted respondents to encourage them to respond after one month.

Some of the difficulties experienced by researchers included the following:

- Graduates tend to be highly mobile.
- Online addresses were incorrect or discontinued.
- Those not in employment were particularly difficult to trace.

2.6 Data Analysis

The nature of data to be obtained from this study was both quantitative and qualitative. Quantitative data, which is mainly from the online survey, was analysed using Statistical Package for Social Sciences (SPSS). Qualitative data was coded into themes using grounded theory. Themes were constructed according to issues raised in the investigation. Qualitative data was coded into themes using grounded theory. Themes were constructed according to issues raised in the investigation.

3.0 FINDINGS AND DISCUSSION OF FINDINGS

A total of 40 graduates spread across the years 2020 and 2021 responded to the survey. The graduate numbers and programmes varied from year to year. Responses from the online survey provided information on the following:

- employment status;
- salary;
- promotion opportunities;
- better job opportunities;
- training experiences;
- views of the programme;
- suggestions for TKNP;
- personal development; and
- training programmes

3.1. Demographic Information

This section highlights the nature and characteristics of graduates, their *"Gender, "Civil Status"* (s *"Age", "Year of Graduation" ,"Additional Subjects/Units studied"* and the graduates' situation in the *"First six months after leaving TKNP"*

3.2. Gender of traced graduates

Table 4.1.1 summarizes the "*Gender*" distribution of the sample of "*Male*" and "*Female*" graduates from TKNP. The survey has been able to trace 40 graduates.

Table 3.1.1	GRADUATES BY GENDER		
	Male	**Female**	**Total**
Frequency	35	5	**40**
Percent	87.5%	12.5%	**100%**

Source: Collected from field data of TKNP tracer study, 2022

The findings have revealed that, 87.5 percent of the traced graduates are "*Male*", and 12.5 percent are "*Female* gender.

Figure 4.1.1: Gender of traced graduates

Source: Collected from field data of TKNP tracer study, 2022

3.2.1. The civil status of traced graduates

Table 3.1.2 summarizes the *"Civil Status"* of the traced graduates. The survey has been able to trace 63 graduates.

Table 3.1.2	CIVIL STATUS OF GRADUATES GRADUATES			
	Single	**Married**	**Undisclosed**	**Total**
Frequency	57	2	4	**63**
Percent	90%	3%	7%	**100%**

Source: Collected from field data of TKNP tracer study, 2022

The findings have revealed that, 90 percent of the traced Craft Certificate in Fashion Design and graduates are *"Single"*, 3 percent are *"Married"* while 7 percent did not *"disclose"* their civil status.

.

Figure 3.1.2: Civil status of traced Graduates graduates

Source: Collected from field data of TKNP tracer study, 2022

Year of graduation of graduates

Table 3.1.3 summarizes the *"Year of Graduation"* of the traced graduates from TKNP. The survey has been able to trace 63 graduates.

Table 3.1.3	CRAFT CERTIFICATE IN FASHION DESIGN AND GARMENT MAKING YEAR OF GRADUATION	
Year	**Frequency**	**Percentage**
2017	1	2%
2018	1	2%
2019	8	12%
2020	36	57%
Undisclosed	17	27%
Total	**63**	**100%**

Source: Collected from field data of TKNP tracer study, 2022

Figure 3.1.3: Year of graduation of 2017-2020 Graduates graduates

Source: Collected from field data of TKNP tracer study, 2022

The findings have revealed that, 2 percent *"Graduated in 2017"*; 2 percent *"Graduated in 2018"*; 12 percent *"Graduated in 2019"*; 57 percent *"Graduated in 2020"* and 27 percent *"have not disclosed"* their *"Year of graduation."*

3.1.1. Traced Graduates by age

Table 3.1.4 summarizes the "*Age Bands*" of traced graduates from TKNP. The survey has been able to trace 63 graduates.

Table 3.1.4	**GRADUATES BY AGE**				
	Below 25	**25-35**	**Undisclosed**		**Total**
Frequency	43	16	4		**63**
Percent	68%	26%	6%		**100%**

Source: Collected from field data of TKNP tracer study, 2022

The findings have revealed that, 68 percent are *"Below 25 years"*. 26 percent are *"Between 25 and 35 years"*, 6 percent graduates did not "*disclose*" their age. At 68 percent, a sizeable proportion of the traced graduates are *"Below 25 years"*.

The variations in the age groups from "*Below 25 years*" to "between 25 and *35 years*" exist because the graduates have been selected from four cohorts that graduated between 2017 and 2020 and the enrolment/entry requirements of the polytechnic. Moreover as a result of Covid-19 pandemic, which led to TKNP being closed for close to six months, some of the traced *"graduates"* are still continuing with their studies.

Figure 3.1.4: Age bands of traced Graduates

Source: Collected from field data of TKNP tracer study, 2022

3.0.1.1 Additional subjects/units studied by Graduates graduates

Table 3.1.5 summarizes the *"Additional Subjects/Units studied"* by traced graduates. The survey has been able to trace 22 graduates. The additional *"Additional Subjects/Units studied"* include;

i. Communication skills (such as, speaking, writing, listening, reading).
ii. ICT skills (use of computers).
iii. Problem-solving skills (being able to analyse a problem and find creative solutions).
iv. Work ethics (such as, attendance at work, reliability, punctuality, team work).
v. Entrepreneurship skills (such as, market research, business planning, financial management, leading others).
vi. Customer service skills (such as, personal presentation, being polite, understanding a customer's needs and being able to meet these).
vii. Health and Safety skills (such as, safety and emergency awareness, emergency preparedness, working in a safe way).
viii. Foreign Languages (such as, French, Italian, Spanish, German, Chinese).

Table 3.1.5	ADDITIONAL SUBJECTS/UNITS STUDIED BY TRACED GRADUATES	
Additional Subjects/Units studied	**Frequency**	**Percentage***
Communication Skills	33	52%
ICT Skills	44	70%
Problem-Solving Skills	11	17%
Work Ethics	19	30%
Entrepreneurship Skills	40	63%
Customer Service Skills	15	24%
Health & Safety Skills	7	11%
Foreign Languages	1	2%
Other	1	2%

The total percentage exceeds 100 percent because respondents studied multiple Additional Subjects/Units.

Source: Collected from field data of TKNP tracer study, 2022

The findings for "*Additional Subjects/Units studied*" have revealed that, 52 percent have studied *"Communication skills"*, 70 percent have studied *"ICT skills"*, 63 percent have studied *"Entrepreneurship skills"*, 24 percent have studied *"Customer Service skills"*, 30 percent have studied *"Work ethics"*, *17* percent have studied *"Problem-solving skills" and* 11 percent have studied *"Health & Safety skills"*.

Figure 3.1.5: Additional subjects/units studied by Graduates

Source: Collected from field data of TKNP tracer study, 2022

3.0.1.2 First six months after leaving TKNP

Table 3.1.6 summarizes the situation of the traced graduates in the "*First six months after leaving TKNP*." The survey has been able to trace 40 graduates.

Table 3.1.6	SITUATION IN THE FIRST SIX MONTHS AFTER LEAVING TKNP	
Employment Status	**Frequency**	**Percentage**
Employed	1	2%
Self-employed with employees	3	5%
Self-employed without employees	4	6%
Further academic education	6	10%
Further vocational education	14	22%
Professional certification	1	2%
Internship	5	8%
Neither employed nor self-employed (*Unemployed*)	21	33%
No answer	8	12%
Total	**63**	**100%**

Source: Collected from field data of TKNP tracer study, 2022

Figure 3.1.6: First six months after leaving TKNP

Source: Collected from field data of TKNP tracer study, 2022

2 percent were *"Employed"* within the first six months after graduating. 2 percent were working on their "Professional Certification". 5 percent were "Self-employed with employees". 6 percent were *"Self-Employed without employees"*. 8 percent were engaged in *"Internship"* programs. *10 percent wer engaged in "Further Academic education"*. 12 percent did not *"disclose"* their status. 22 percent were engaged in *"Further vocational education"*. 33 percent were *"Neither employed nor self-employed"*.

3.1 Present Employment Status

This section highlights the employment issues of the graduate This includes naming of the employer, type of employment, industry/sector of employment, no of working hours, time taken before employment, and remuneration

3.2.1 Employment status

Indications have been given in the tracer study about the graduates who decided to pursue further education. graduates that fell under this category are considered employed. Furthermore, the study has taken into consideration graduates who decided to pursue self-employment or were undertaking internship practice programs. Table 3.1.8 summarizes the "*Present Employment Status*" of the 40 traced graduates.

TABLE 3.1.8	PRESENT EMPLOYMENT STATUS FOR GRADUATES	
Status	**Frequency**	**Percentage**
Self-employed	5	12.5%
Neither employed nor self-employed	15	37.5%
Employed	5	12.5%
Further education/training	15	37.5%
Total	**40**	**100%**

Source: Collected from field data of TKNP tracer study, 2022

Figure 3.1.8: Present employment status

Source: Collected from field data of TKNP tracer study, 2020

The findings have revealed that, 37.5 percent are *"Neither Employed nor Self-employed"*. 37.5 percent are engaged in *"Further education/training"*. 12.5 percent are *"Self-employed"*. 12,5 percent are neither employed or self employed.

Details of Business Activities for Self-Employed Graduates

The results of the tracer study findings for Business Activities of the graduates in Self-employment include; the *duration taken by self-employed graduates to start their businesses* (see 3.1.5.1.1) and the *Industry Sector* that the self-employed graduates are engaged in (see 3.1.5.1.1).

3.2.2. Duration taken by self-employed graduates to start business

Results about the *"Duration taken to start present business"*, amongst the 7 traced graduates in self-employment are shown in table 3.1.21.

Table 3.1.21	DURATION TAKEN BY SELF-EMPLOYED GRADUATES TO START BUSINESS	
	Frequency	**Percentage**
4-6 Months	1	50%
10-12 Months	1	50%
Total	2	**100%**

Source: Collected from field data of TKNP tracer study, 2020

Figure 3.1.21: Duration taken by self-employed graduates to start present business

Source: Collected from field data of TKNP tracer study, 2020

The 7 traced graduates in self- employment, 50 percent took *"Between 4 and 6 months"* to start their present business. 50 percent took *"Between 10 and 12 Months"* to start their present business.

3.2.3 Industry sectors for self-employed graduates

Table 3.1.22 summarizes how the 3 traced Self-employed graduates are running businesses in different *"Industry Sectors"*.

Table 3.1.22	SELF-EMPLOYED GRADUATES BY INDUSTRY SECTOR	
	Frequency	**Percentage**
Manufacturing	1	15%
Other service activities	1	14%
Other	4	57%
No Answer	1	14%
Total	7	100%

Source: Collected from field data of TKNP tracer study, 2020

The 7 traced graduates that are in self-employment; 15 percent are involved in *"Manufacturing"*industry, 14 percent are engaged in *"Other Services activities"* industry, 57 percent are involved in *"Other"* industries while 14 percent did not "*disclose"* the industry they are engaged in.

Figure 3.1.22: Self-employed graduates by industry sector

Further training for graduates

This subsection presents results and findings with respect to further training. It covers results and findings for 63 traced graduates, who have confirmed their present employment status (See table 3.1.8 section 3.1.3 Present Employment Status) as follows; Self-employed (7 graduates), Internship (4 graduate) Unemployed (28 graduates), Pursuing further education/training (18 graduates) and those who did not disclosed their present status (6 graduates) . The results and findings include; (1) participation in further training after graduation, (2) the reasons for not participating in further training, (3) the courses studied while pursing further training and (4) the likelihood of attending further training courses at a later date.

3.0.1.3 Participation in Further Training after Graduation

During the tracer study, the respondents were asked if they have *"Participated in further training"*.

Table 3.1.31	PARTICIPATION IN FURTHER TRAINING											
			Self-employed		Internship		Unemployed		Studying		Total	Percent
			n	%	n	%	n	%			n	%
Yes	-	-	1	14%			6	22%	17	94%	**24**	**43%**
No			6	86%	3	75%	21	78%			**30**	**54%**
Undisclosed			-	-	1	25%			1	**6%**	**2**	**3%**
Total			7	**100%**	**4**		**27**	**100%**			**56**	**100%**

Source: Collected from field data of TKNP tracer study, 2020

Table 3.1.31 captures *"Participation in further training"* after graduation. Results have been taken from a sample of 63 graduates. 54 percent *"Have not participated in further training"*. 3 percent *"have not disclosed if they have (or have not) Participated in further training"* after graduation and 43 percent *"have participated in further training."*

Figure 3.1.31: Participation in Further Training

Source: Collected from field data of TKNP tracer study, 2020

3.0.1.3.1 How traced graduates have participated in further training

54 percent of the traced 63 graduates have *"Not Participated in further training"*, 3 percent did not *"disclose"* whether they have or have not participated in further studies and 43 percent *"have participated in further training"* since they graduated

Figure 3.1.32: How traced graduates have participated in further training

Source: Collected from field data of TKNP tracer study, 2020

For the 54 percent who have not *"Participated in further training";* results of the tracer study show that; 6 graduates (20 percent) are *"self-employed", 21* graduates (70 percent) are *"Unemployed"* and 3 graduates (10 percent) are undergoing *"Internship."*

3.0.1.4 Type of further training

During the tracer study survey, respondents who have *"Participated in further training"* were requested to provide details of the type of further training they had participated in. Table 3.1.32 captures the *"type of further training undertaken"* by 7 traced graduates. This includes graduates who have either *"Participated in Further Training"* or are currently *"Participating in further training"*. The type of further education/training undertaken include;

i. Further academic education/training *(such as, higher education, for example degree).*
ii. Further vocational education/training *(such as, certificate, diploma, advanced diploma).*
iii. Further professional certification/ license to practice.

Table 3.1.32	**TYPE OF FURTHER TRAINING THAT CRAFT CERTIFICATE IN FASHION DESIGN AND GARMENT MAKING PROGRAM GRADUATES HAVE PARTICIPATE IN**										
Further training		**Self-employed**		**Internship**		**Unemployed**		**Studying**		**Total**	**Percent**
		n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Academic		1	100%	-	-			1	6%	**2**	**8**
Vocational				-	-	5	83%	14	82%	**19**	**79**
Professional Certification				-	-	1	17%	1	6%	**2**	**8**
Undisclosed				-	-			1	6%	**1**	**5**
Total		**1**	**100%**			**6**	**100%**	**17**	**100**	**24**	**100%**

3.0.1.5 Reasons for not participating in Further Training

The 30 traced graduates who have not yet participated in further training were requested to share the *"Reasons for not participating in further training."* Table 3.1.34 captures *"Reasons for not undertaking further training"* after graduation.

Table 3.1.34	**REASONS FOR NOT PARTICIPATING IN FURTHER TRAINING**											
Reasons			**Self-employed**		**Internship**		**Unemployed**				**Total**	**Percent**
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**			**n**	**%**
No money to pay for training			5	83%	3	100%	15	71%			**23**	**82%**
No time to attend												

Table 3.1.34	REASONS FOR NOT PARTICIPATING IN FURTHER TRAINING											
Reasons			Self-employed		Internship		Unemployed				Total	Percent
	n	%	n	%	n	%	n	%			n	%
training												
Other			1	17%			4	19%			5	18%
Total			19		3		19				28	
***The total percentage exceeds 100 percent because respondents cited multiple reasons.**												

Source: Collected from field data of TKNP tracer study, 2020

82 percent concur that they *"have no money to pay for further training."* 18 percent had

"Other" reasons for not attending further training.

Figure 3.1.34: Reasons for not participating in Further Training after Graduation

Source: Collected from field data of TKNP tracer study, 2020

4.1.8.5 The Likelihood of attending Further Training Courses

63 traced graduates were requested to share their views on the *"Likelihood of participating in further training"*. Table

3.1.35 captures the *"Likelihood of graduates attending further training at a later date."*

Table 3.1.35	LIKELIHOOD OF ATTENDING FURTHER TRAINING					
	Self-Employed	Internship	Unemployed		Total	Percentage
Yes	7	3	27		**37**	**97%**
No Answer	-	1	-		**1**	**3%**
Total	**7**	**4**	**27**		**38**	**100%**

Source: Collected from field data of TKNP tracer study, 2022

97 percent agree that there is a *"Likelihood of attending further training courses."* 3 percent have not *"disclosed"* if there is a likelihood of attending further training."

Figure 3.1.35: The Likelihood of Attending Further Training

Source: Collected from field data of TKNP tracer study, 2020

These findings reveal that 97 percent of the graduates who took part in the study recognize the importance and the need for further skills building as this is essential for promotion and career development.

4. Discussion, Conclusion and Recommendations

Section 4.0 presents the Discussion, Conclusion and Recommendations.

4.0 Discussion

The discussion is organized in terms of six themes, including; (1) Physical and Administrative Factors, (2) Knowledge and Skills, (3) Employment Status for graduates, (4) Means of securing employment, (5) Further Training for graduates and (6) the additional skills needed by employers.

4.0.1 Physical and Administrative Factors

On perspectives around the twenty-six (26) Physical and Administrative Factors, there is a marked difference between the perspectives held by program staff and those held by program graduates (See figure 4.1.1). Program staff are either "*Somewhat not Satisfied*" or "Neither *Satisfied nor Disatisfied"* with the twenty-six (26) Physical and Administrative Factors, while program graduates are "*Neither Satisfied Nor Dissatisfied"* the twenty-six (26) Physical and Administrative Factors.

For TKNP program staff, perhaps there is need to participate in industrial exchange programs, teacher exchange programs and benchmarking with other local and international institutions. This will inform the areas that require improvement. Moreover, graduates have given their suggestions and comments around the program of study (see 3.4.1.) Graduates would like to see improvements in the training facilities, quality of instructors and an increase in industrial training opportunities. For TKNP, there is need to improve on the twenty-six (26) Physical and Administrative Factors so that students can have a better experience while studying. Moreover, some of the *Physical and Administrative Factors, especially, "Resource Centre with reference materials" "Relevant Course Curriculum"* and *"Practice Workshops, laboratories with tools and equipment"* are at the core of the studies.

Figure 4.1.1 Perspectives on Physical and Administrative Factors

Source: Collected from field data of TKNP tracer study, 2020

4.0.2 Knowledge and Skills

On perspectives around the twenty-two (22) *Knowledge and Skills Factors*, there is some relation between the perspectives held by self-employed graduates, employers and program staff (See figure 4.1.2). The 7 traced Craft Certificate in Fashion Design and Garment Making graduates who are in self-employment are; *"Neither Satisfied nor Dissatisfied"* with three (3) *Knowledge and Skills Factors* and *"Satisfied"* with nineteen (19) *Knowledge and Skills Factors*. The *4* traced Employers of graduates are; *"Neither Satisfied nor Disatisfied"* with two (2) *Knowledge and Skills Factors*, *"Satisfied"* with thirteen (13) *Knowledge and Skills Factors* and *"Very Satisfied"* with seven (7) *Knowledge and skills Factors*. While, the 9 traced staff are; *"Somewhat not Satisfied"* with one (1) *Knowledge and Skills Factor* and *"Neither Satisfied nor Disatisfied"* with nineteen (19) *Knowledge and Skills Factors*.

Moreover, among the twenty-two (22) *Knowledge and Skills Factors* measured, self-employed graduates, employers and program staff have lower satisfaction with the knowledge element. Further the practical element appears to also elicit lower satisfaction among the employed graduates and self-employed graduates.

Figure 4.1.2

Source: Collected from field data of TKNP tracer study, 2020

4.0.3 Employment Status for Graduates

There is need for TKNP to seek ways of becoming an accredited centre for Institute of Commercial Management (ICM) and other internationally recognized Fashion Design Management programs.

4.0.3.1 Unemployment

In a depressed economic condition, suitable jobs may not be readily available. Moreover, in 2020 many employers were faced with challenging business environments as a result of the Covid-19 pandemic and partial lockdowns. Further the results confirm that under circumstances where there are shortages of jobs in the labour market, graduates find it difficult to secure jobs. It also shows that where graduates do not have the level of professional qualification and experience relevant to jobs available in the labour market they cannot adequately compete for the few available spaces.

Figure 3.30: Reasons for being unemployed

Source: Collected from field data of TKNP tracer study, 2020

22 percent of the traced unemployed graduates stated that they could not secure jobs because the job opportunities available in the market were not related to the subject areas they trained in. This indicates that there is the need to provide career guidance and counselling. Moreover, Craft Certificate in Fashion Design and Garment Making graduates face additional challenges in that they require professional certification. 30 percent of unemployed graduates traced stated that they had *"Unsuccessful Job Applications"*. This could be attributed to their not having the required level of professional certifications and job experience. 11 percent of the *reasons for lack of employment* are attributed to lack of *"professional certification"*, 19 percent of the reasons for unemployment is attributed to "*Not being employed at the end of internship program*" and 7 percent due to "*Family concerns*"

4.0.3.2 Self-employment

Findings show that 11 percent of the graduates are self-employed. There is need for TKNP to ensure that graduates are given the right skills so that they are fully prepared for the world of self-employment. Moreover, a significant number of the self-employed graduates agree that there is a relation between their present business and studies at TKNP.

Figure 4.1.3: Relationship between studies and self-employment

Source: Collected from field data of TKNP tracer study, 2020

The graduates must undergo a mandatory license to practice course. The short courses are offered at ICM. There is need for the polytechnic to offer short courses training programs that are seen as license to practice. Moreover, arrangements should be made for students to acquire adequate industrial training. This may allow the self-employed graduates to obtain license to practice and thereby secure formal employment.

4.1.5 Further Training

The findings have revealed that 43 percent of the graduates who took part in the study recognize the importance and the need for further skills building as this is essential for promotion and career development.

Figure 4.1.5: Likelihood of attending further training

Source: Collected from field data of TKNP tracer study, 2020

For TKNP, it is important to mount new courses which may act as natural progression for the former graduates. For example, may be relevant for students who have completed a Tailoring course. Further, being a national polytechnic, TKNP is in a position to mount highly specialized courses, including ICM model course and other relevant internationally accredited programs.

4.1.6 The Need for Additional Training

The analysis show that, 67 percent of the traced Employers agree that the graduates *"need to learn some additional skills"* to do the work well. While, 33 percent of the traced Employers agree that the graduates *"need serious skills upgrading"* to do the work well. There is need to work closely with employers. This will ensure that the gap between training at TVET Institute and Skills required by employers is significantly reduced.

Figure 4.1.6: Additional training needed by graduates

Source: Collected from field data of TKNP tracer study, 2020

4.1 Conclusion

The objective of the tracer study was to track the effectiveness of the TKNP in equipping 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 graduates and assessed how successful they have been able to integrate into the labour market after completing their learning program between 2017 and 2020. The study was conducted between November 2020 and February 2021. The population of the study included graduates, employers and program staff. A total of sixty-three (63) graduates, four (4) employers of graduates and nine (9) staff participated in the tracer study.

The outcome of this tracer study shows that; firstly, there exists gaps in training for employees working in the Fashion Design industries. Secondly, graduates are not "work-ready" given that 67 percent of the employers say that graduates *"need to learn some additional skills"* in order to do their work well. Thirdly, TKNP is experiencing challenges ranging from lack of human capital, lack of equipment and limited opportunities for the learners to obtain industrial training. Fourthly, TKNP should enter into strong collaborative agreements with the Fashion Design stakeholders as this will make it easier to access training facilities and also arrange for industrial training. Fifthly, TKNP should seek ways of working together, with other Fashion Design Organisations so that they can collectively satisfy the demand for trained and Fashion Design Management personel. Sixthly, there is a massive opportunity for more Advanced short courses to be mounted in Kenya.

4.2 Recommendations

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

1. Training Staff

a. Clothing and Textile Management specialisations offered by TKNP. The TKNP needs to;
   i. Expand the range of ICM model Courses that are offered in Kenya.
   ii. Conduct benchmarking visits to international/worldclass Fashion Design organisations.

b. Recruitment of appropriately qualified Fashion Design Instructors, Lecturers, Assessors and workshop attendants. The TKNP needs to;

c. 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.
   i. Bond the Fashion Design Instructors, Lecturers, Assessors and workshop attendants for a certian minimum duration of time.
   ii. Obtain *partnerships and collaborations* with Employers, so as to guarantee industrial exchange and training for program staff.

i. Educational Attainment. The TKNP needs to;
   i. Ensure that the Fashion Design Instructors, Lecturers and Assessors have a *First Degree* and above training in a Fashion Design specialty.
   ii. Training for Fashion Design teaching staff should include Postgraduate in Fashion Design Education courses (such as, MSC in Science Fashion Design and Marketing, Bachelors in Fashion Design) all offered at the 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 Industrial training. The TKNP needs to;
   i. Ensure that 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 *equipments)* for all training needs or establishing specialized facilities.

iv. Ensure that program staff have at least 3 months experience in Fashion Design sector.

2. Knowledge, Skills and Abilities.

a. Knowledge, Skills and Abilities. The TKNP needs to improve on the delivery of the following skills and competencies;
   iii. *"Knowledge"* ($n = 9, \mu = 2.3$).
   iv. *"Practical use of working tools skills"* ($n = 3, \mu = 3.3$).
b. Additional Training required by Fashion Design employees. The TKNP needs to;
   ii. 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 Fashion Design 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. Stitching
      ii. Interior Design
      iii. Craft in Fashion and design
      iv. Pattern Drafting
      v. Sketching
      vi. Air Hostess
   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 ICM Model Courses.
   iv. Obtain international accrediation and recognition for the new programs.
d. Access to Further Training by Fashion Design employees. The TKNP needs to;
   i. Consider introducing *"Online 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 Fashion Design 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 Equipments. 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 equipments for *industrial Training.*