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TRACER STUDY

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EXECUTIVE SUMMARY

Kenya Coast National Polytechnic, hereinafter referred to as “The Polytechnic” or “KCNP”, formerly known as Mombasa Technical Training Institute (MTTI), is situated in the coastal city of Mombasa. Established in 1950 as a Technical High School, the institution was upgraded to a middle-level technical college in 1984 following the introduction of the 8-4-4 education system. This transformation enabled it to offer technical training aimed at equipping mid-level human resource personnel for both the public and private sectors. The Polytechnic is governed by a Council appointed by the Cabinet Secretary for Education. The Council represents various stakeholders, including the local community, industry leaders, professionals, and representatives from different government departments. The Chief Principal of the institution also serves as the Secretary to the Council. KCNP operates under the provisions of the TVET Act No. 9 of 2013.

The institutional structure comprises ten academic departments, including Applied Sciences, Business and Entrepreneurship Studies, Building and Civil Engineering, Computing and Informatics, Electrical and Electronic Engineering, Fashion Design and Cosmetology, Hospitality and Institutional Management, Mechanical and Automotive Engineering, Medical Sciences and Liberal Studies.

KCNP has also established several service coordination units, including the Industrial Liaison Office (ILO), Performance Contracting, Research, Innovation, Trade fairs and Robotics, Tracer Studies and Alumni, Dual Training, Recognition of Prior Learning (RPL), Career Guidance and Placement, Short Courses and Linkages, Sports Office, Income Generating Unit and other essential support services.

The Polytechnic is certified under the ISO 9001:2015 Quality Management System, which ensures operational efficiency and alignment with the TVETA Quality Assurance Training Standards. The ISO framework supports improved process

control and activity flow. As part of the national performance contracting initiative aimed at enhancing efficiency and service delivery in public institutions, ISO certification has significantly contributed to customer satisfaction and service quality. The institution upholds high standards of integrity and merit in the delivery of its services.

This report presents the findings of the Seventh Tracer Study conducted by Kenya Coast National Polytechnic (KCNP) during the 2024/2025 fiscal year. Unlike previous studies, which were primarily facilitated through the East African Skills for Transformation and Regional Integration Project (EASTRIP), this edition was solely organised and executed by the Polytechnic. This strategic shift reflects a deliberate effort by the KCNP Council to assume full ownership of the study, recognising its significance both as a Performance Contracting (PC) indicator and as a tool for evaluating the Polytechnic's impact in fulfilling its core mandate of offering market-relevant technical and vocational training.

Undertaking this study independently marked a critical milestone for the institution. It served as a preparatory measure for a future when EASTRIP, whose tenure is limited, concludes. The experience gained over the past seven years has equipped KCNP with valuable lessons and the institutional capacity to sustain such initiatives autonomously.

The EASTRIP initiative, funded by the World Bank in partnership with the Government of Kenya, aims to harness the potential of East Africa's youth by equipping them with practical, in-demand skills and entrepreneurial competencies. Beyond job creation, the program is a catalyst for economic transformation. Implemented in Kenya, Tanzania, and Ethiopia, EASTRIP promotes regional integration and enhances the quality of Technical and Vocational Education and Training (TVET) across borders.

In Kenya, these objectives are aligned with national efforts to reform and modernise the TVET sector. Within this framework, Tracer Studies such as this one play a critical role in evaluating the effectiveness of TVET programs and their responsiveness to dynamic labour market demands.

The 2024/2025 Tracer Study, the seventh conducted, focuses on graduates from the 2024 cohort. The findings yielded important insights into program effectiveness, informed curriculum review processes, and strengthened the instructional capacity across departments.

Insights drawn from the previous six Tracer Studies have already had a tangible impact on curriculum development and implementation across TVET institutions. By continually monitoring graduate outcomes, this latest study supports KCNP's ongoing commitment to delivering high-quality, relevant education that contributes to the creation of a skilled workforce poised to drive Kenya's economic development.

Summary of Findings

Graduate Findings

Employment Rate

The study examined the employment status of KCNP graduates and found that a significant majority, 80.3%, were employed, while 19.7% were unemployed at the time of the survey. Breaking down the employability rate further in terms of gender, the employed 80.3% comprises 44.24% female and 35.88% male, while the unemployed 19.7% comprises 13.50% female and 6.2% male. Treating either gender individually shows a high employability rate, whereby females have a slightly higher employment rate compared to males. This indicates a relatively high absorption rate of graduates into the labour market, although a notable minority still face challenges in securing employment.

Employability rates trend

In FY 2024/2025, the employability rate rose from 73.97% to 80.3%, reflecting a positive trend that could have been influenced by several key factors, such as strengthened linkages between Kenya Coast National Polytechnic (KCNP) and industry stakeholders, particularly through the implementation of Dual Training enhanced the relevance of training and increased job placement opportunities. The rollout of the Competency-Based Education and Training (CBET) curriculum, alongside a stronger emphasis on market-responsive skills such as soft skills and digital literacy, significantly improved graduate readiness. Additionally, sustained economic growth contributed to increased employment opportunities in high-demand sectors such as ICT, construction, and manufacturing. The recognition of prior learning (RPL) and the upskilling of in-service personnel, particularly within the hospitality and tourism sector, also played a critical role in boosting overall employability outcomes.

Relevance of Training

Among the employed graduates, 58.87% reported that their current jobs were directly aligned with the skills and knowledge acquired during their studies, indicating that the TVET programs offered at the polytechnic are largely responsive to industry needs. However, 41.13% of graduates cited a mismatch between their training and current job roles, highlighting the need for periodic curriculum review and further alignment with evolving labour market demands.

Challenges securing employment

- i. **Limited Job Opportunities:** The most commonly reported challenge among unemployed graduates was the limited availability of job opportunities within their respective fields of study. Specifically, 29.85% of respondents indicated difficulty in finding suitable job openings, underscoring the need

for enhanced career guidance, labour market linkages, and diversification of training programs to match emerging employment trends.

- ii. **Lack of Experience:** A significant barrier to employment identified by 23.68% of unemployed graduates was the preference by employers for candidates with prior work experience. This trend presents a major challenge for fresh graduates, highlighting the need to strengthen practical training components such as internships, industrial attachments, and apprenticeship programs to enhance graduate employability.
- iii. **Job Market Competition:** High competition in the job market was identified as a challenge by 26.32% of unemployed graduates, who reported difficulty in distinguishing themselves, particularly in industries with a high concentration of job seekers. This underscores the importance of equipping graduates with unique, market-relevant competencies and enhancing their job search and personal branding skills.

Employer Findings

Recruitment Aspect

Employers placed the highest value on practical experience acquired during study, with approximately 85% rating it as very important, emphasising the need for job readiness and hands-on capability. This was followed by personal presentation (80%), highlighting the importance of professionalism and demeanour during the hiring process. Field of study and specialisation (70%) and academic grades (65%) were also considered important but ranked below practical skills. The reputation of KCNP and third-party recommendations or references was rated very important by 55–60% of employers. Theoretical knowledge followed, with around 50% assigning it high importance. Recruitment test results were rated very important by 45% of respondents. At the bottom of the list were knowledge of foreign languages,

global/worldview awareness, and the ability to work in multiracial environments, with less than 35% of employers considering them very important. This ranking indicates a strong employer preference for practical, job-ready skills and soft competencies over academic or global exposure. It underscores the need for training institutions to prioritise experiential learning, industry linkages, and soft skills development to improve graduate employability.

Knowledge and skill aspects

The findings revealed a high level of employer satisfaction across most skill areas. Notably, work ethics, problem-solving skills, ICT, and practical, job-related skills. Other key areas of satisfaction included health and safety skills, communication skills, and customer service. However, areas such as entrepreneurship skills and knowledge acquisition reflected lower satisfaction levels, indicating the need for targeted improvements. Overall, while the majority of skill areas meet employer expectations, enhancements in entrepreneurship training and theoretical knowledge are necessary to better align with industry needs.

Challenges with TVET graduates

A majority of employers (78.3%) reported no major challenges with graduates from TVET, indicating a generally high level of satisfaction with the graduates' training and preparedness. This positive feedback affirms the TVET institutions' ongoing efforts to align their training programs with industry expectations and workforce demands.

Staff Findings

Physical Conditions and Administrative Dynamics

The findings indicated overall trainer satisfaction with key academic and industry-linked resources at Kenya Coast National Polytechnic. High satisfaction levels were reported for the course curriculum (70%), practice workshops/laboratories (67%), and industrial linkages (59%). Moderate satisfaction was noted for ICT

collaborations, external collaborators, and career guidance, though with some dissatisfaction. However, significant concerns were raised regarding audio-visual aids, with 46% of trainers expressing dissatisfaction, and reference materials in the resource centre, where only 50% were satisfied. These results highlighted the need for targeted improvements in instructional support tools, particularly audio-visual resources and reference materials, as well as strengthened career guidance services to enhance instructional effectiveness and trainer support.

Instructional Expertise and Technical Proficiency

The results reflected a generally positive perception of graduate competencies in key workplace skills. High satisfaction was reported in problem-solving, work ethics, and entrepreneurship skills, indicating strong performance in critical areas. Customer service, health and safety, and overall performance also received favourable ratings, though with slightly lower satisfaction levels. These findings suggested that while graduates are well-prepared overall, targeted enhancements in customer service and health and safety training could further strengthen their readiness and increase employer satisfaction.

Summary of Recommendations

1. Strengthen Industry Partnerships

a) Enhanced Collaboration

Foster and sustain robust partnerships with industry stakeholders to increase internship and apprenticeship opportunities, thereby establishing a seamless transition from training to employment for graduates. These partnerships should also play a key role in curriculum review and development to ensure alignment with current and emerging labour market demands. Emphasis should be placed on sustaining dual training models that integrate classroom instruction with practical industry experience.

b) Regular Industry Feedback

Develop and institutionalise structured mechanisms for collecting regular feedback from industry employers. This feedback will be instrumental in continuously aligning academic and training programs with employer expectations, technological advancements, and evolving industry trends.

2. Enhance Career Support Services

a) Comprehensive Career Guidance

Strengthen career guidance services to offer personalised support that helps students and graduates identify viable career paths, understand job market dynamics, and effectively prepare for job applications. This should include CV writing workshops, interview preparation sessions, and career planning resources.

b) Job Placement Services

Empower and resource the Career Services Office to actively support graduates in securing meaningful employment. This can be achieved through organising networking forums, job fairs, alumni-employer engagement events, and establishing direct links with prospective employers to facilitate job placements and internships

3) Focus on Soft Skills Development

a) Integrated Soft Skills Training

Embed soft skills development into the technical curriculum through dedicated modules, workshops, and experiential learning activities. Key competencies such as communication, teamwork, critical thinking, problem-solving, and adaptability should be systematically addressed to ensure graduates are not only technically proficient but also workplace-ready.

b) Employer-led Workshops

Partner with industry professionals to deliver soft skills training sessions that reflect real-world workplace expectations. These workshops will provide students with

practical insights into employer standards, foster professional behaviour, and enhance their readiness for employment in dynamic work environments.

4. Expand Industrial Attachments

a) Increase Internship Opportunities

Broaden the scope and availability of industrial attachments and internships by engaging more industry partners and extending the duration of placements. These practical experiences are essential for equipping students with hands-on skills, reinforcing classroom learning, and improving graduate employability.

b) Mandatory Industrial Placements

Institutionalise industrial attachments as a compulsory component of all academic programs. This ensures that every student completes a structured, supervised work placement before graduation, thereby enhancing their readiness for the labour market and strengthening their professional competencies.

5. Curriculum Review and Adaptation

a) Continuous Curriculum Updates

Establish a structured and periodic curriculum review process to ensure that academic and training programs remain aligned with evolving industry demands, technological advancements, and global best practices. Regular updates will help bridge skills gaps, minimise mismatches between graduate competencies and labour market expectations, and enhance the overall relevance and quality of education.

b) Incorporate Emerging Technologies

Emphasis should be placed on digital literacy, automation, artificial intelligence, renewable energy technologies, and other innovations shaping the modern workplace. This proactive approach will enhance graduate competitiveness and foster innovation-driven growth.

Methodological Challenges during the Implementation of the Tracer Study

During the implementation of the Tracer Study, the research team faced several challenges that impacted the efficiency and overall execution of the exercise. These included:

- a. **Inconsistent and Incomplete Graduate Data:** The ABN MIS system provided partial and inconsistent lists of graduates, which hindered accurate targeting and tracking of all respondents.
- b. **Lack of Pre-Fieldwork Engagement:** Due to time constraints, no pre-fieldwork sensitisation or awareness meetings were conducted between the research team and key stakeholders, limiting coordination and preparedness.
- c. **Low Participation Rates:** A significant number of graduates were either unwilling or reluctant to participate in the survey, resulting in reduced response rates.
- d. **Low Completion and Pass Rates:** A notable portion of the graduate population had not completed their programs, affecting the representativeness of the study.
- e. **Network Challenges in Remote Areas:** Some target regions experienced poor or unreliable mobile network connectivity, complicating communication and data collection efforts.
- f. **Respondent Apathy:** A lack of commitment and responsiveness from some participants further slowed down the data-gathering process.

Remedial Actions to Address Methodological Challenges

To overcome the methodological challenges encountered during the Tracer Study, the following actions were taken and recommendations proposed for future improvements:

- a. **Data Validation through Cross-Referencing:** The survey team employed multiple verification methods, including cross-checking graduates contact

lists and industrial attachment records. It is recommended that the ABN MIS system be continuously updated and maintained to ensure accurate and reliable data for future studies.

- b. **Embedded Sensitisation in Questionnaires:** In the absence of pre-field visits, an introductory letter was included in the questionnaire to inform and sensitise respondents about the purpose and importance of the study.
- c. **Enhanced Follow-Up Strategies:** Field data enumerators made follow-up calls and sent reminders via SMS to encourage survey completion. In cases of persistent non-response, enumerators conducted walk-in visits or provided guided support via phone to assist respondents in completing the questionnaires.
- d. **Documentation of Academic Challenges:** The team to compile and submit a report on the reasons behind low study completion and pass rates, identifying them as key areas for management intervention and continuous improvement.
- e. **Workload Management for Future Studies:** It is recommended that future Tracer Studies allocate dedicated personnel or streamline responsibilities to reduce the workload on the core research team. Heavy multitasking contributed to delays in data collection and affected adherence to project timelines.
- f. **Timely Institutional Approvals:** The Polytechnic is encouraged to expedite internal document approvals and decision-making processes to ensure the smooth and timely execution of research activities.

Approach and Design

A random and purposeful sampling technique was employed to ensure objectivity and inclusivity in respondent selection. The study utilised a mixed-methods design, primarily anchored on a structured questionnaire, which was tailored and triangulated according to specific respondent categories to enhance the accuracy and relevance of collected data.

To enhance accessibility for respondents with stable internet connectivity, including both graduates and staff, the questionnaire was digitised using Google Forms, and a link was generated to allow participants to conveniently complete and submit their responses online. For employers, data collection was conducted physically by field supervisors, who engaged directly with the respondents at their workplaces.

This dual-mode approach, combining electronic and in-person data collection, significantly improved response rates and ensured comprehensive coverage across diverse and geographically dispersed locations, thereby enhancing the overall efficiency and reliability of the study.

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The successful compilation of the 2024/2025 Tracer Study Report would not have been possible without the invaluable contributions and support of many individuals and teams. First and foremost, I express my deepest gratitude to the Almighty God for the gift of life and the opportunity to undertake this study. I also extend my sincere appreciation to the Kenya Coast National Polytechnic Council and the Chief Principal, Mr. Geoffrey Andama, for their steadfast support and dedication, which greatly contributed to the successful completion of this report.

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My heartfelt appreciation goes to the KCNP graduates, staff and employers who generously provided information on the key thematic areas analysed in this report. Their willingness to engage with the Polytechnic in validating the data ensured that the findings were both accurate and reflective of their experiences.

Lastly, I would like to express my deepest appreciation to the Tracer Study Technical Committee, Mr. Geoffrey Kirui, Mr. William Masila, Mr. Boaz Tanui and Ms. Linda Kajuju for the time, expertise, and dedication they devoted to reviewing this document. Their meticulous work and commitment played a crucial role in producing this important report.

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ABBREVIATIONS

ABN MIS	Academic and Biometric Network Management Information System
CBET	Competency-Based Education and Training
EASTRIP	East Africa Skills for Transformation and Regional Integration Project
FY	Financial Year
ILO	Industrial Liaison Officer
KCNP	Kenya Coast National Polytechnic
MIS	Management Information System
PDO	Project Deliverable Objective
PNS	Prefer Not to Say
PWD	Person Living with Disability
RPL	Recognition of Prior Learning
SPSS	Statistical Package for the Social Sciences
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training

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INTRODUCTION

1.1 Background of the Study

This report presents the findings of the seventh Tracer Study conducted at the KCNP. Kenya Coast National Polytechnic was the sole facilitator of this fiscal year's study. This is a deviation from the past tracer studies, which were primarily facilitated by the East Africa Skills for Transformation and Regional Integration Project (EASTRIP). This was demonstrated by the commitment by the KCNP Council to support the study, as this is crucial not only as a key indicator in the national performance contracting (PC) management but also as a way to gauge the impact of KCNP's core mandate as a training institution. The Polytechnic needed to undertake this study solely as a way to induct herself into the times when the EASTRIP tenure lapses. Many lessons have been learned in the past six years.

The EASTRIP initiative, funded by the World Bank in collaboration with the Government of Kenya, is all about transforming Kenya's vibrant youth population into a powerhouse for economic growth. By arming young people with market-relevant skills and entrepreneurial know-how, EASTRIP is not just creating jobs—it's building futures. And it's not just a Kenyan thing; this initiative spans across Kenya, Tanzania, and Ethiopia, fostering regional integration while elevating the quality of Technical and Vocational Education and Training (TVET) programs.

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:

- i. **Expand Access to TVET Programs:** Open doors for more young people to dive into vocational and technical education.
- ii. **Boost Quality and Relevance:** Ensure that what's taught in classrooms aligns with what's needed in the job market.
- iii. **Promote Regional Integration:** Create a unified, high-standard TVET ecosystem across East Africa.

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 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 six 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 Literature based on FY2023/2024 Tracer Study Findings

Key Findings

Employment Rate

The overall employability rate of KCNP graduates was 73.97% while 26.03% were unemployed. Breaking down the employability rate further in terms of gender, the employed 73.97% comprises 47.95% male and 25.34% female while the unemployed 26.03% comprised 17.81% male and 7.53% female. Treating either gender

individually shows a high employability rate whereby, females had a slightly higher employment rate (77.08%) compared to males (72.92%). FY 2023/2024, there was a slight decline to 73.97% from the previous 81.30%.

Employability rates trend

In FY 2023/2024, there was a slight decline to 73.97% from the previous 81.30%. While this drop may raise concerns, it is not drastic enough to indicate a significant downturn. The decrease could be due to temporary factors such as market saturation, economic fluctuations, or changes in industry demand.

Relevance of Training

Among the employed graduates, 78% reported that their current jobs were directly related to the skills and knowledge acquired during their studies. This indicates that the TVET programs at the polytechnic are well-aligned with industry needs. However, 22% of employed graduates noted a mismatch between their training and their job roles, suggesting areas for curriculum review.

Challenges in Securing Employment:

- i. **Limited Job Opportunities:** The most commonly cited challenge was the scarcity of job opportunities in the graduates' fields of study. Over 40% of unemployed respondents indicated that they had difficulty finding suitable job openings.
- ii. **Lack of Experience:** Employers often prefer candidates with prior experience, creating a barrier for fresh graduates. Around 30% of unemployed graduates highlighted this issue as a significant hindrance to securing employment.
- iii. **Job Market Competition:** The study also found that high competition in the job market made it difficult for graduates to stand out, especially in industries with a high concentration of job seekers.

Employer Feedback:

- i. **Technical Skills:** Employers generally expressed satisfaction with the technical competencies of the graduates, particularly in areas such as engineering, construction, and mechanical trades. Approximately 85% of employers rated the graduates' technical skills as satisfactory or above.
- ii. **Soft Skills:** Despite the positive feedback on technical abilities, employers identified deficiencies in soft skills. Around 40% of employers mentioned that graduates lacked adequate communication, teamwork, and problem-solving skills. This feedback indicates a need for more emphasis on soft skills development within the training programs.
- iii. **Adaptability and Continuous Learning:** Employers also emphasised the importance of graduates being adaptable and willing to engage in continuous learning to keep pace with technological advancements. This highlights the necessity of incorporating lifelong learning and adaptability into the polytechnic's curriculum.

Graduate Satisfaction:

- i. **Positive Training Experience:** The majority of graduates (82%) expressed satisfaction with the quality of training they received, particularly in relation to the acquisition of practical skills. Graduates in technical fields such as automotive engineering and electrical installation were particularly satisfied with the hands-on training they received.
- ii. **Need for More Industrial Attachments:** Despite the overall positive feedback, graduates indicated that more opportunities for industrial attachments and internships would significantly enhance their practical experience and employability. Nearly 60% of graduates recommended an increase in the duration and frequency of industrial placements.

Major Conclusions

- i. **Positive Employment Outcomes:** The polytechnic's TVET programs have produced favourable employment outcomes, with a significant portion of graduates securing jobs within a relatively short period after graduation. However, the rate of unemployment and underemployment among graduates highlights the need for enhanced job placement and career support services.
- ii. **Skills Mismatch:** The findings reveal that while the majority of graduates find jobs relevant to their training, there is still a notable skills mismatch in certain sectors. This suggests that the polytechnic must continuously review and update its curriculum to ensure that it remains aligned with industry demands and technological advancements.
- iii. **Importance of Soft Skills:** Employers' feedback underscores the critical importance of soft skills, such as communication and teamwork, in the workplace. The current focus on technical skills should be balanced with soft skills training to better prepare graduates for the realities of the job market.
- iv. **Challenges in the Job Market:** The challenges faced by graduates in securing employment, including limited job opportunities and a lack of experience, suggest a need for stronger industry engagement. The polytechnic should prioritise partnerships with employers to create more internship and employment pathways for graduates. Additionally, enhanced career services are essential to support graduates in navigating a competitive job market.

1.3 Objectives of the Study

The 2024/2025 Tracer Study aimed to assess the outcomes of graduates who completed their studies in 2024 from the Kenya Coast National Polytechnic (KCNP), across the eleven academic departments. The study was designed to evaluate the effectiveness of the Technical and Vocational Education and Training (TVET)

programs offered, with a focus on understanding the employment status, relevance of training, and challenges faced by graduates.

The specific objectives of the Tracer Study were as follows:

- i. Determine the employment rate of KCNP graduates, six months post-graduation.
- ii. Examine the relevance of the training received by graduates to their current employment.
- iii. Identify and analyse the challenges faced by graduates in securing employment, including skill gaps, job market limitations, and barriers to employment.

METHODOLOGY

2.1. Study Design

The 2024/2025 Tracer Study was designed as a descriptive study aimed at assessing the employment outcomes of graduates from the Kenya Coast National Polytechnic (KCNP) who completed their studies in 2024. The study focused on graduates from various programs offered by KCNP and incorporated insights from program staff and employers. By gathering both quantitative and qualitative data, the study provided a comprehensive overview of graduates' post-education experiences, workforce integration, and the relevance of their training to industry needs.

2.2. Target Population

The target population for this study comprised graduates from the Kenya Coast National Polytechnic who completed their studies in 2024, KCNP staff and Employers. The study aimed to reach as many graduates as possible within the 2024 cohort to ensure a representative sample, thereby enhancing the generalisability of the findings.

2.3. Data Collection Methods

Data collection for the Tracer Study was primarily conducted online using Google Forms, with supplementary methods employed to reach graduates who had limited internet access.

- i. **Email and SMS Outreach:** The study team sent out invitations to participate in the survey through both email and SMS. The SMS and Email contained the link to access the online data collection tool (Google Forms). These methods ensured a broad reach and facilitated participation across different communication platforms.
- ii. **Phone Interviews:** For graduates who responded via SMS that they do not have internet access, phone interviews were conducted. The interviews were

structured around the same questionnaire used in the online tool, ensuring consistency in the data collected. This approach allowed the study to capture information from graduates who otherwise might have been excluded due to technological barriers.

- iii. **Face-to-face Interviews:** For employers, face-to-face interviews were conducted. These interviews followed the same structured questionnaire to ensure uniformity in data collection while enhancing participation among the identified employers.

2.4. Data Handling and Analysis

The data collected through SMS, phone calls, email, and face-to-face interviews was systematically handled to ensure accuracy and reliability in the analysis.

- i. **Data Cleaning and Coding:** After collection, the data was downloaded into a spreadsheet. The data was cleaned to remove any inconsistencies, duplicates, or errors. Each response was reviewed carefully and coded to facilitate analysis.
- ii. **Data Exportation to SPSS:** After coding, the data was 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:** Quantitative data was analysed 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 to interpret the data effectively.
- iv. **Qualitative Analysis:** Responses to open-ended questions were analysed using thematic analysis. This method enabled the identification of recurring

themes and insights related to graduates' experiences, challenges, and satisfaction levels.

2.5. Ethical Considerations

The study was conducted under strict ethical guidelines to ensure the privacy and confidentiality of all participants. Graduates, program staff and employers were informed of the study's purpose, and their participation would be entirely voluntary. All data collected was anonymised, and the results were reported in aggregate form to prevent the identification of individual respondents.

FINDINGS AND DISCUSSION

3.0 Graduate Tracer Study Findings

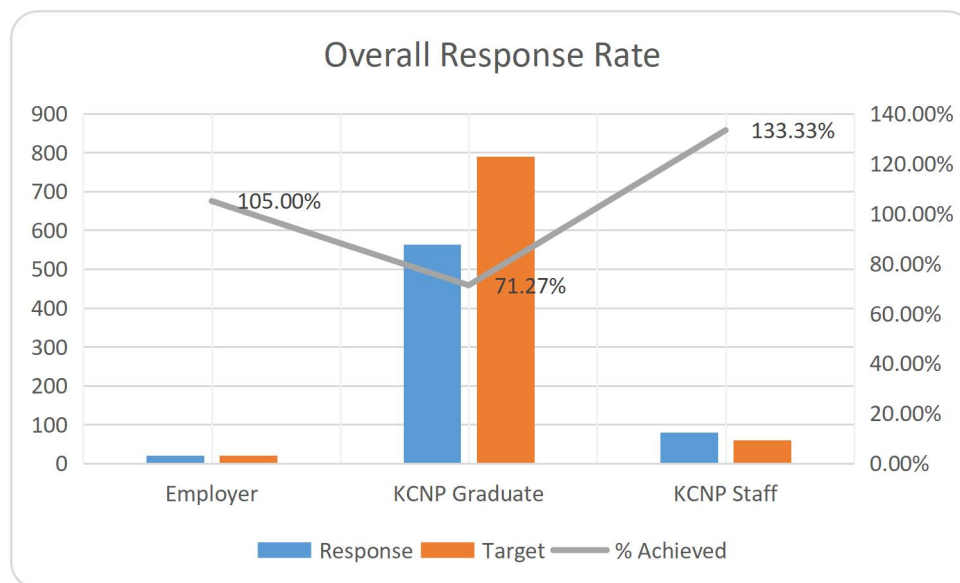


Figure 1: Overall Response Rate

In the FY2024/2025 tracer study, the employer response target was slightly surpassed, with 21 responses against a target of 20, achieving 105% of the goal as shown in Figure 1 above. KCNP staff participation was also strong, with 80 responses exceeding the target of 60, resulting in 133.3% achievement. However, the graduate response rate was significantly below expectations, with only 563 responses out of a targeted 790, reflecting a 71.3% achievement. This indicated effective engagement with employers and internal staff, but highlighted a need for improved outreach strategies to enhance graduate participation.

3.1 Response Rate for EASTRIP Priority Programs

The distribution of respondents by the program is shown in the table below

Table 1: EASTRIP Priority Program Responses

Course	Female	Male	PNS	Total
a) Artisan in Hairdressing and Beauty	10	1	0	11
b) Artisan in Refrigeration and Air Conditioning	0	7	0	7
c) Certificate in Shipping and Logistics Management	4	7	0	11
d) Craft Certificate in Cosmetology	10	2	0	12
e) Craft Certificate in Food and Beverage Production, Sales & Service	19	5	0	24
f) Craft in Marine Engineering	1	9	0	10
g) Craft in Refrigeration and Air Conditioning	0	10	0	10
h) Diploma in Catering and Accommodation Management	19	9	1	29
i) Diploma in Food and Beverage Management	12	6	0	18
j) Diploma in Tourism Management	8	4	0	12
k) Pastry Chef	5	4	0	9
TOTAL	88	64	1	153

*** PNS – Prefer Not to Say

3.1.1 Overall Response Rate by Gender

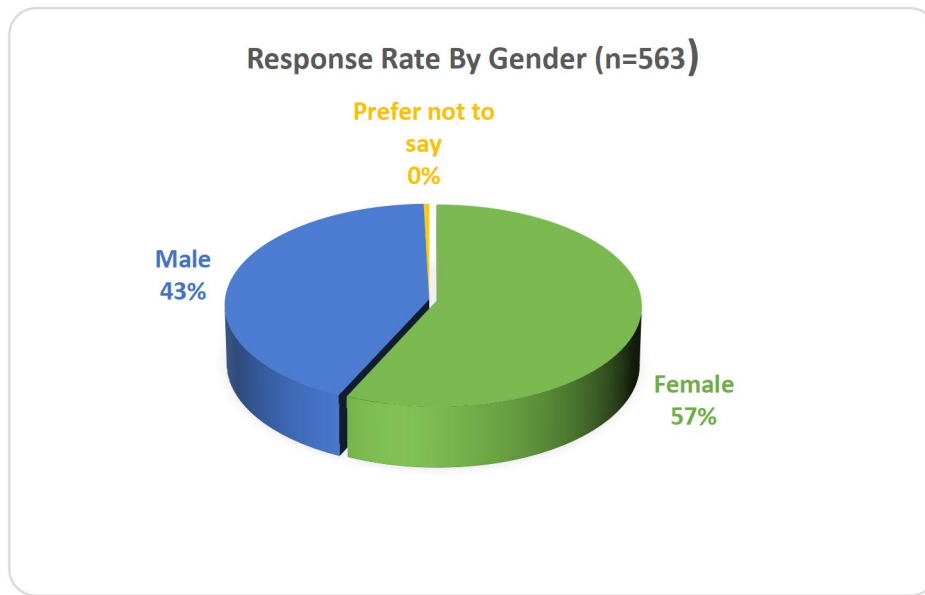


Figure 2: Response Rate by Gender

It is observed that female respondents constituted the majority at 56.9%, while male respondents accounted for 42.6%. A small fraction (0.5%) of the respondents preferred not to disclose their gender.

This gender disparity can be attributed to the fact that many of the courses represented in the survey are traditionally female-dominated disciplines. The data underscores the need for targeted gender inclusion campaigns to promote balanced enrolment across all programs. Such efforts could help bridge the gender gap and encourage equal participation in all fields offered at Kenya Coast National Polytechnic.

3.1.2 Response rate by Department

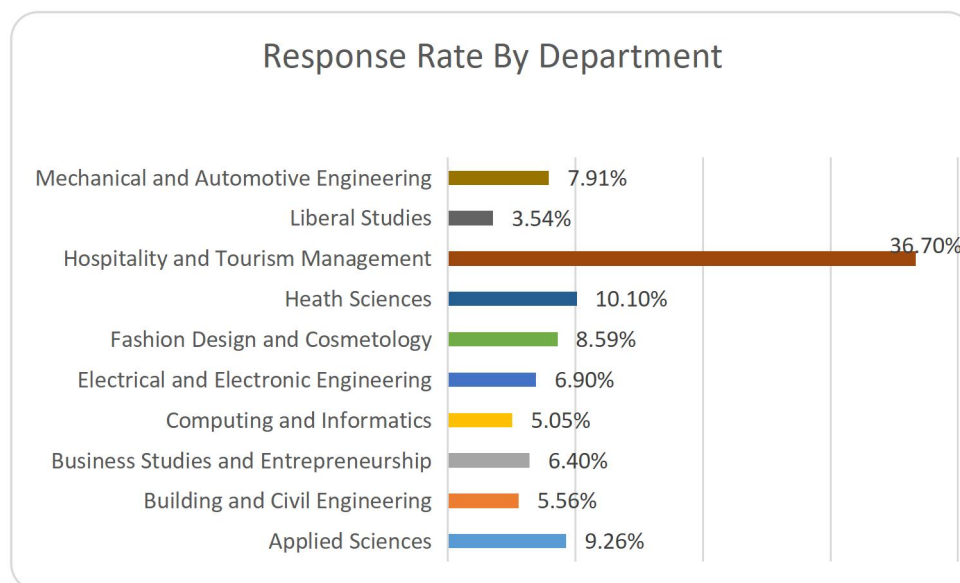


Figure 3: Response Rate by Department

According to Figure 3 above, the data presented in the Hospitality and Tourism Department had the highest number of graduate responses at 36.7%. This was followed by Health Sciences at 10.1%, Fashion Design and Cosmetology at 8.6%, and Mechanical and Automotive Engineering at 7.9%. Applied Sciences accounted for 9.3% of the responses, while both Building and Civil Engineering and Business Studies and Entrepreneurship registered 6.4% each. Computing and Informatics recorded 5.1%, with Liberal Studies contributing 3.5% and Electrical and Electronic Engineering also at 3.5%.

This distribution suggested that service-oriented departments, particularly Hospitality and Tourism, attracted the highest engagement from graduates. The trend may be reflective of higher enrolment rates, stronger alumni networks, or greater relevance of tracer studies to these fields. The comparatively lower response rates from some technical departments indicate the need for more targeted communication and engagement efforts to ensure broader representation in future tracer studies.

3.1.3 Graduate level of qualification

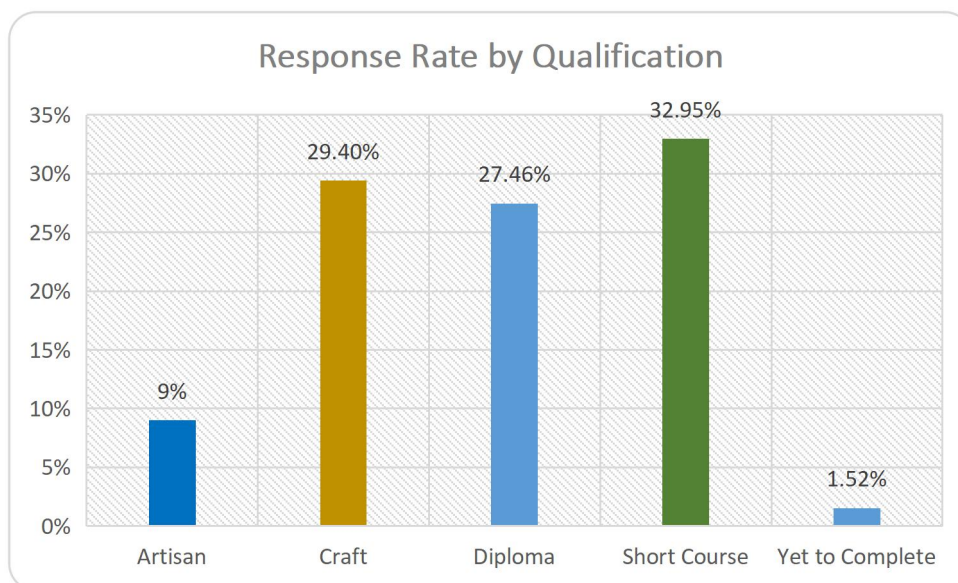


Figure 4: Response Rate by Qualification Level

The figure above presents the distribution of qualifications attained by KCNP graduates. The majority of respondents (32.95%) had completed short courses, followed by craft certificate holders (29.4%) and diploma holders (27.46%). A smaller proportion, 9%, had attained artisan-level qualifications, while 1.52% of the respondents were yet to complete their training.

3.2 Professional qualifications and/or certificates acquired after completion of studies at KCNP



Figure 5: Candidates with Professional Qualifications/Certifications

Figure 5 above shows that 93.07% of the graduates reported not having acquired any professional certification, while only 6.93% indicated that they had obtained such certification. This indicates a significant gap in the pursuit or availability of professional credentials among graduates. The low uptake suggests a potential area for improvement in linking academic training with industry-recognised certifications. It also highlights the need for greater awareness, access, and encouragement for students to pursue professional certifications that can enhance their competitiveness in the job market and validate their specialised skills.

3.3 Job search, transition to work and employment status

3.3.1 Graduate Employability Rates in EASTRIP Priority Programmes

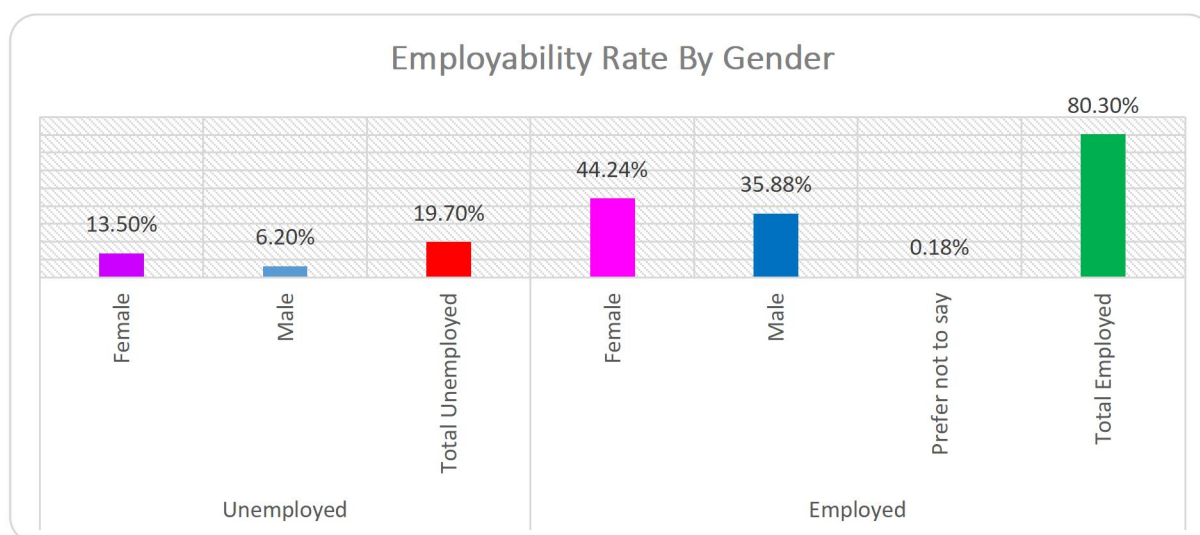


Figure 6: EASTRIP Program's Employment Rate by Gender

The study examined the employment status of KCNP graduates in the EASTRIP priority programs and found that a significant majority, 80.3% (n=123), were employed, while 19.7% (n=30) were unemployed at the time of the survey. This indicates a relatively high absorption rate of graduates into the labour market, although a notable minority still face challenges in securing employment.

3.3.2 Employability Rate by Gender

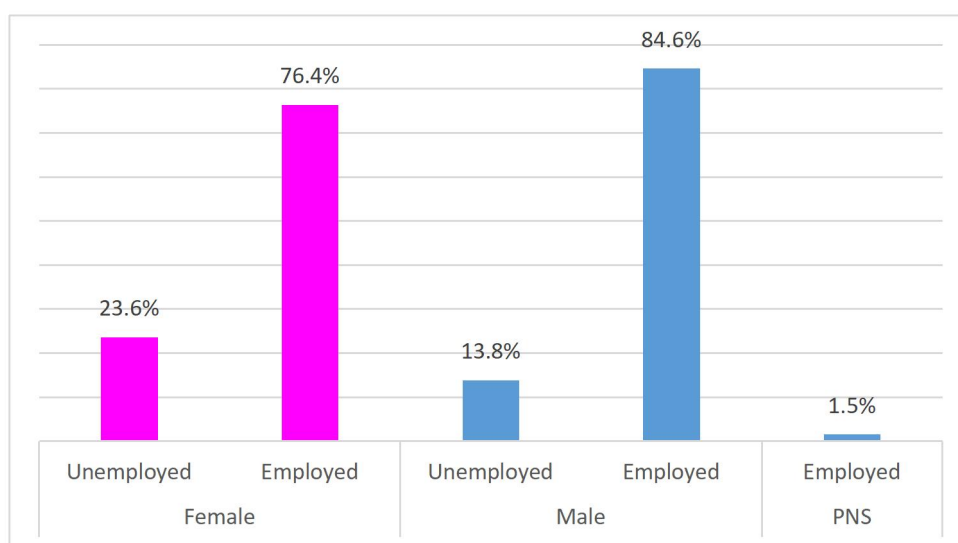


Figure 7 Employability Rate by Gender

The figure above shows the employability rate of EASTRIP priority programmes by gender. Treating either gender individually revealed that 76.4% of females were employed while 23.6% were unemployed. 84.6% of males were employed while 13.8% were unemployed.

3.3.3 Overall Baseline Employability Trends

Having done the studies on the graduate trends of the KCNP Programs over the past six Tracer Study Cycles, this study wanted to establish the employability trend of all KCNP Programs. This forms the baseline employability trends of all KCNP graduates. The figure below shows how the baseline employability rate compares with the employability rate of the EASTRIP Priority programs.

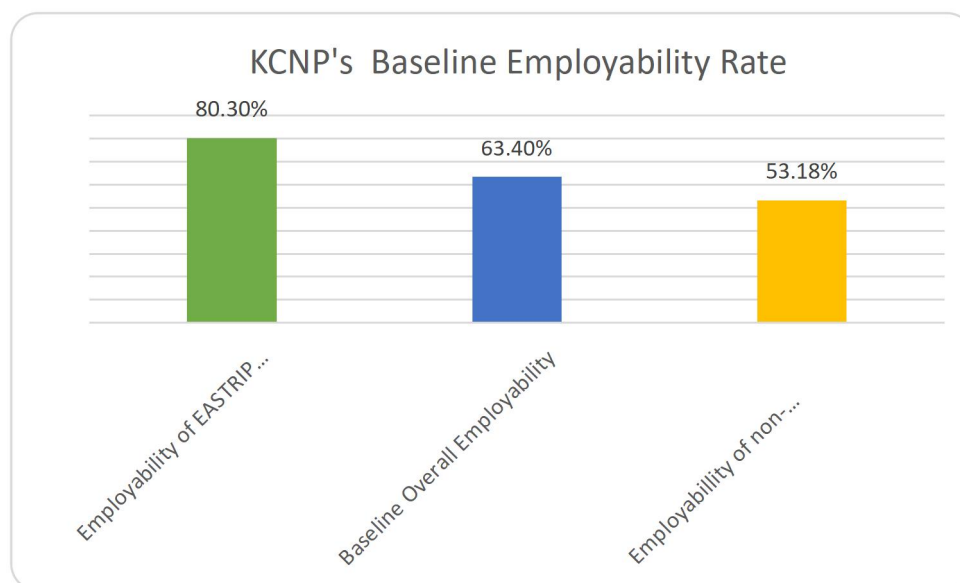


Figure 8: Overall Employability of KCNP Graduates

3.3.4 Employment Trends

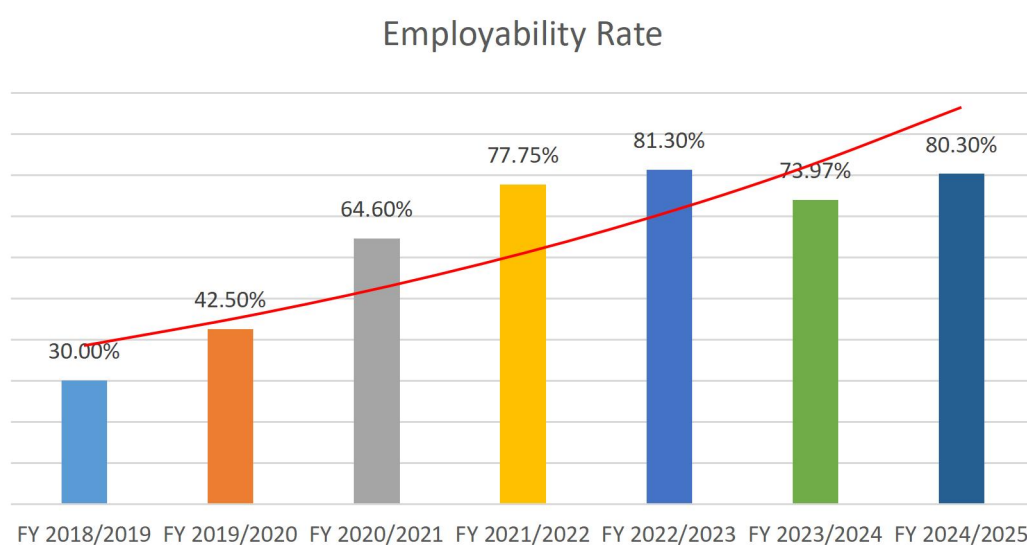


Figure 9: Employability Trends of EASTRIP Priority Programs

The figure above illustrates a steady and positive trend in the employability rate of KCNP graduates across seven financial years. In FY 2018/2019, the employability rate was relatively low at 30%, but this figure rose significantly in subsequent years. It increased to 42.50% in FY 2019/2020, followed by a sharper rise to 64.6% in FY 2020/2021. The upward trend continued into FY 2021/2022 with a rate of 77.75%,

reaching a peak of 81.30% in FY 2022/2023. Although there was a slight decline in FY 2023/2024 to 73.97%, the rate recovered in FY 2024/2025, rising again to 80.3%. This overall growth indicates significant progress in graduate employability over time, reflecting improvements in training relevance, institutional reputation, and possibly stronger linkages with the job market.

3.3.5 Nature of employment

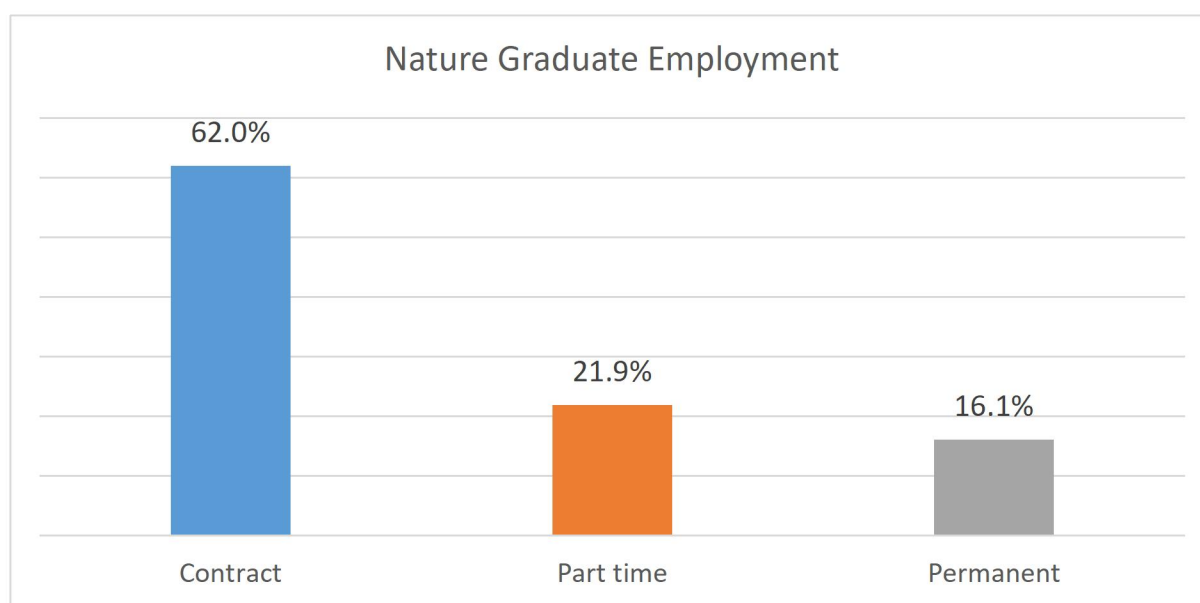


Figure 10: Nature of graduates' employment

The data indicates that a majority of graduates (62.0%) are employed on a contractual basis, while 21.9% are engaged in part-time roles, and only 16.1% have secured permanent positions. This trend suggests that most graduates begin their careers through short- to medium-term employment, which may reflect prevailing industry practices favouring flexible staffing or probationary arrangements.

The relatively low rate of permanent employment highlights the need for targeted interventions to support graduates in transitioning from temporary roles to more stable, long-term positions. Enhancing graduate employability and competitiveness in the labour market is therefore essential to improving employment outcomes.

3.3.6 Classification of Employment sectors

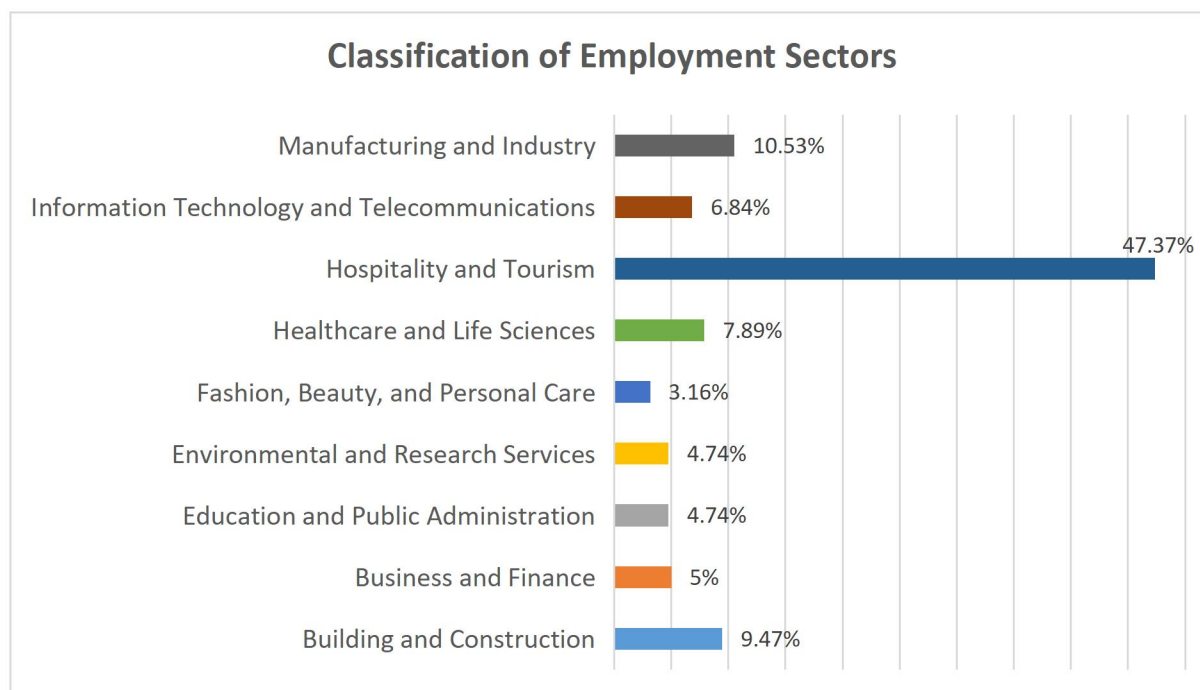


Figure 11: Classification of Employment Sectors

Graduates were asked to indicate the sector or area of specialisation in which they are currently employed. The majority (47.37%) reported working in the hospitality and tourism sector. Other notable sectors include the manufacturing industry (10.53%), building and construction (9.47%), and healthcare and life sciences (7.89%). Additional areas of employment include information and telecommunications (6.84%), business and finance (5.3%), education and public administration (4.74%), and environmental and research services (4.74%). A smaller proportion (3.16%) are employed in fashion, beauty, and personal care.

This distribution demonstrates the diverse range of industries KCNP graduates are entering, with a strong concentration in service-oriented sectors, particularly hospitality and tourism.

3.3.7 Reasons for Unemployment

Graduates cited various reasons for unemployment or delayed entry into the labour market. A notable 20.48% reported that a lack of connections hindered their ability to secure employment, while 19.28% attributed it to the general absence of job opportunities. Additionally, 15.66% pointed to a lack of work experience as a barrier, and 10.8% indicated they lacked the professional eligibility required for available positions.

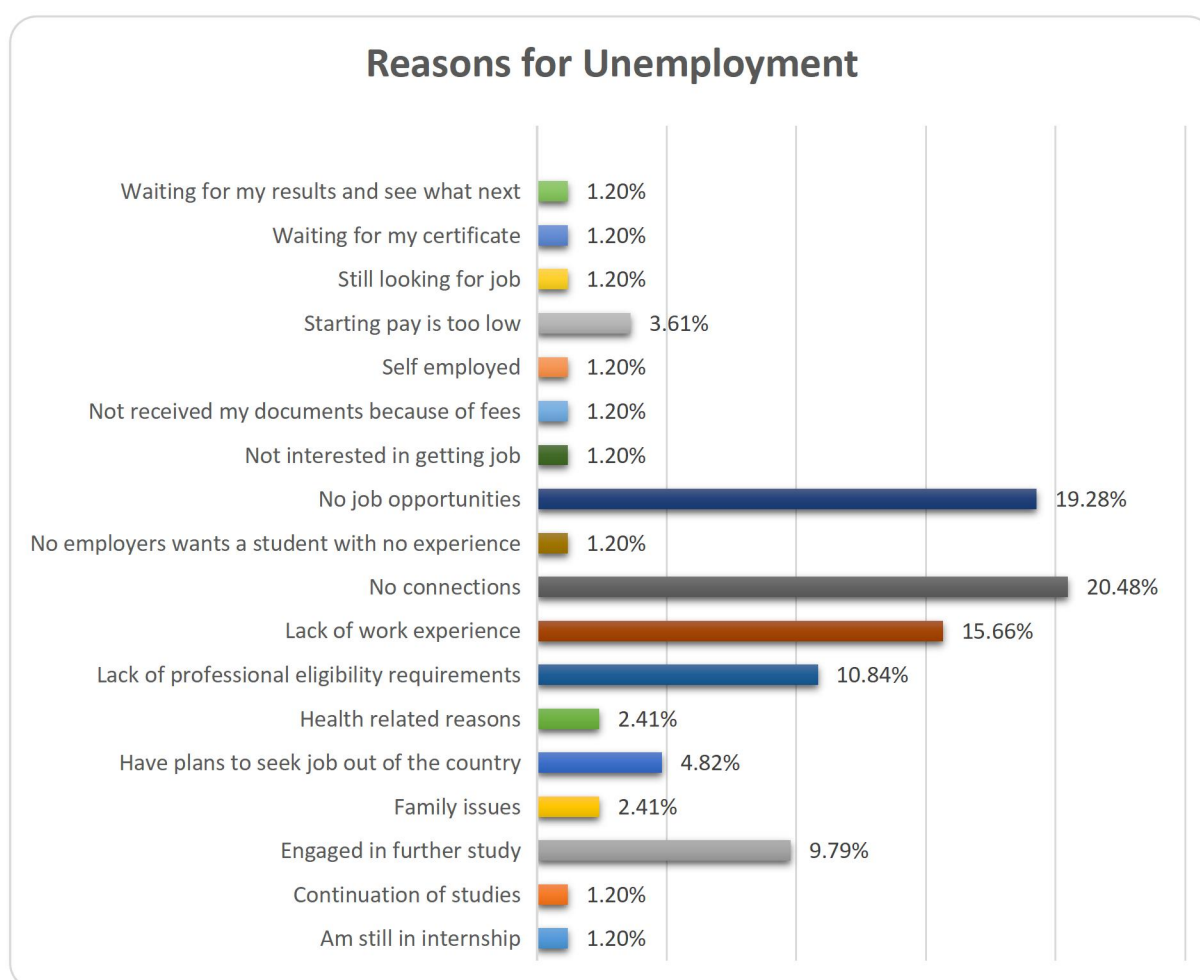


Figure 12: Reasons for Unemployment

A further 8.4% were engaged in further studies, reflecting a continued pursuit of academic or professional advancement. Starting pay being too low was a concern for 3.6% of the respondents, while 2.4% cited health-related reasons and another 2.4%

mentioned family obligations as limiting factors. Plans to seek employment abroad were expressed by 4.85% of graduates.

A smaller proportion reported that they were still in internship programs (1.2%), awaiting final results (1.2%), or felt that employers were not interested in hiring recent graduates (1.2%). These insights reveal a complex interplay of personal, structural, and systemic factors that influence graduate employability and call for targeted interventions to bridge the transition from training to employment.

3.3.8 Job mobility

The graduates were asked reasons for leaving their previous employment. The most common reason, reported by 26.79%, was securing employment in their area of specialisation. An equal proportion of respondents (21.43%) indicated either a desire for a new challenge or the need for a change in environment.

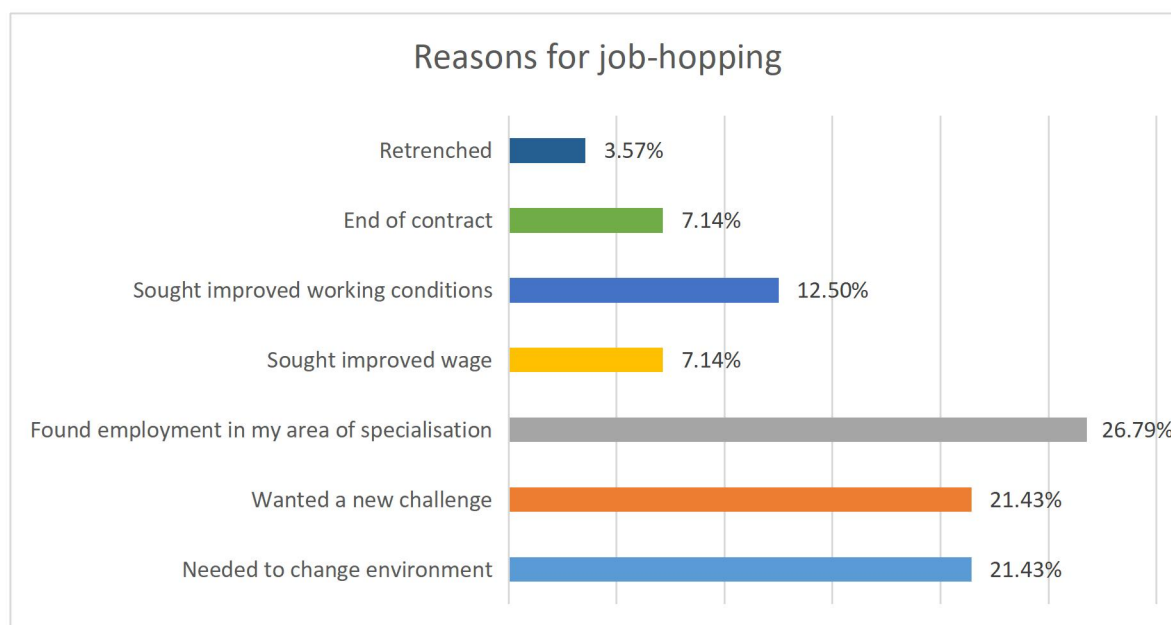


Figure 13: Reasons for moving from one job to another

Additionally, 12.50% left their previous roles in search of improved working conditions, while 7.14% sought better wages. Other reasons included retrenchment (3.57%) and end of contract (7.14%). These findings reflect a mix of proactive career

decisions and external factors influencing employment transitions among KCNP graduates.

3.3.9 Job acquisition methods

According to Figure 14 below, graduates indicated various methods through which they secured employment. Only 0.4% reported that their employment was arranged by KCNP staff. A significant portion, 26.72%, found jobs through walk-in applications, while 24.29% gained employment via recommendations. Responses to advertisements accounted for 19.84%, and connections such as networking contributed to 16.19%. Volunteer work led to employment for 8.50%, and 4.05% joined their family businesses.

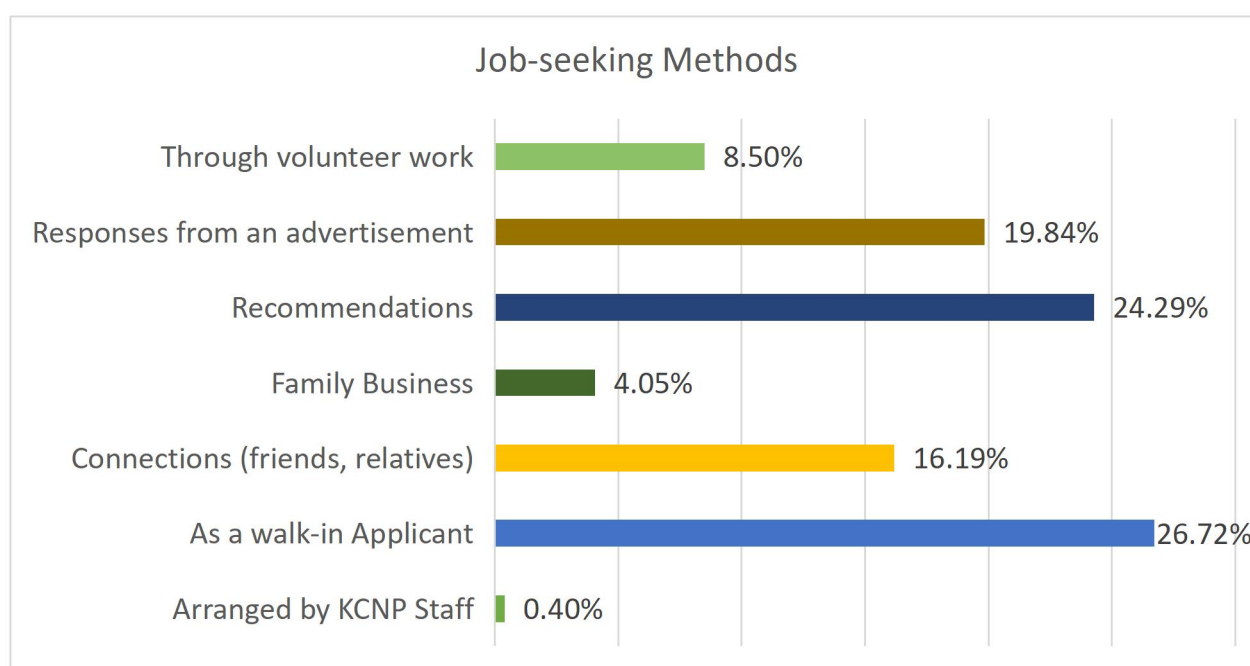


Figure 14: Methods of job-seeking

This data indicates that personal initiative and networks play a major role in graduate employment. It also highlights an opportunity for the institution to strengthen its job placement and alumni support services, ensuring more structured pathways for graduates to transition into the workforce.

3.3.10 Employment acquisition period

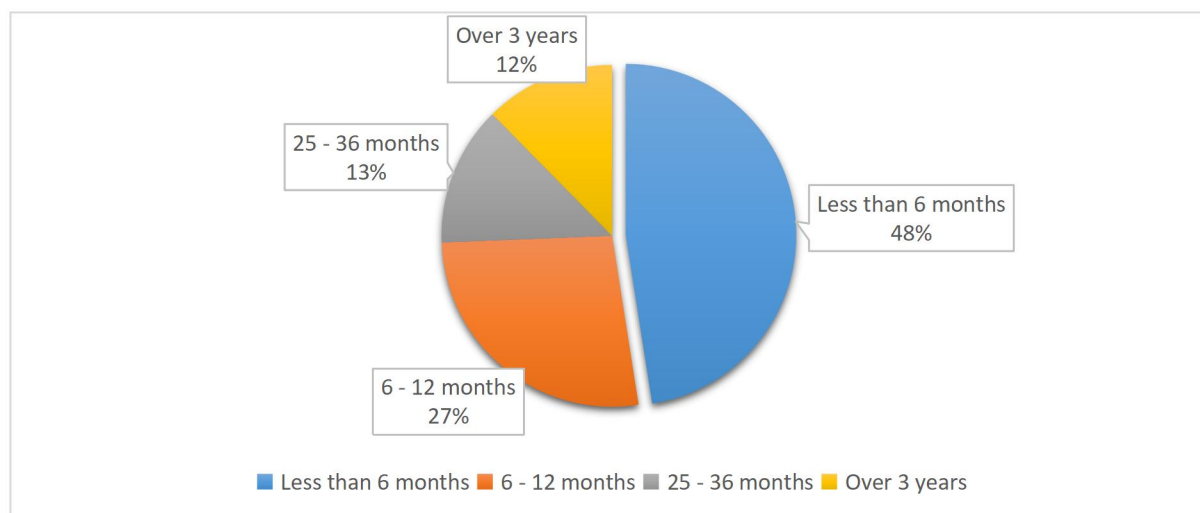


Figure 15: Job-seeking Duration

The study examined how long KCNP graduates took to secure employment after completing their training. 47.52% of the graduates secured employment in less than 6 months, 26.86% within 6 to 12 months, 13.22% between 25 and 36 months, and 12.40% took over 3 years to find a job. These findings indicate that nearly three-quarters of graduates (approximately 75%) secured employment within the first year of completing their training. However, a smaller portion experienced extended job-seeking periods, with about 25% taking more than two years to find work. This suggests that while the majority transition quickly into the labour market, there remains a segment that may require additional support in job placement or career readiness.

3.3.11 Graduate salary range

As shown in Figure 16 below, the majority of graduates (60.2%) reported earning a monthly salary in the range of Ksh. 20,000 to 45,000. A smaller segment, 18%, indicated earning between Ksh. 50,000 and 75,000, while 2% reported salaries above Ksh. 75,000. On the lower end, 19.7% of graduates earned below Ksh. 15,000 per month.

This distribution suggests that most graduates are positioned within the lower to mid-income bracket, reflecting entry-level earnings typical of recent graduates. The data underscores the need for enhanced career support services and stronger industry linkages to help graduates access higher-paying opportunities.

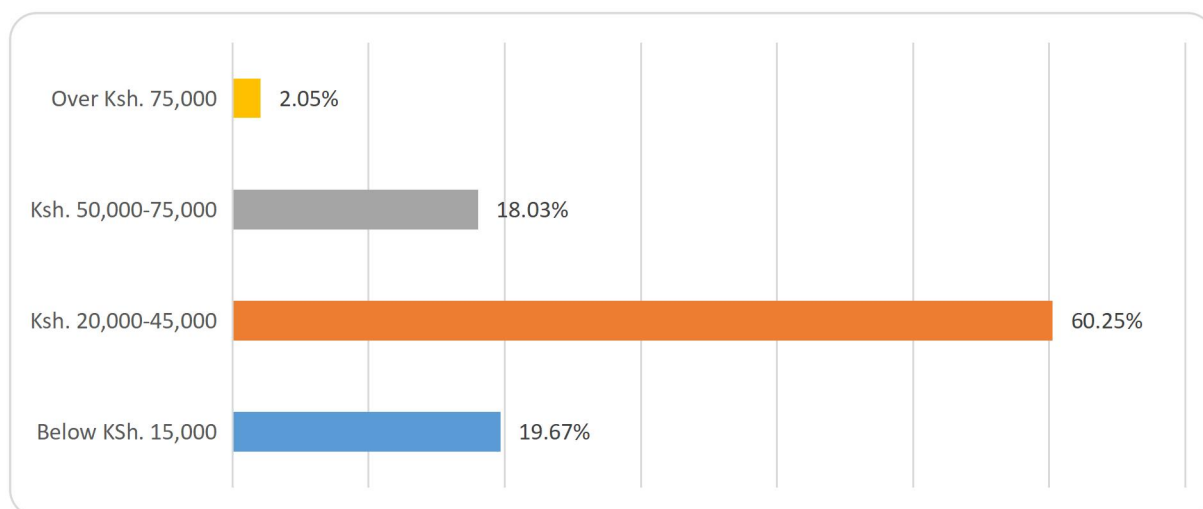


Figure 16: Graduates' Salary Range

3.3.12 Job relevance to the training area

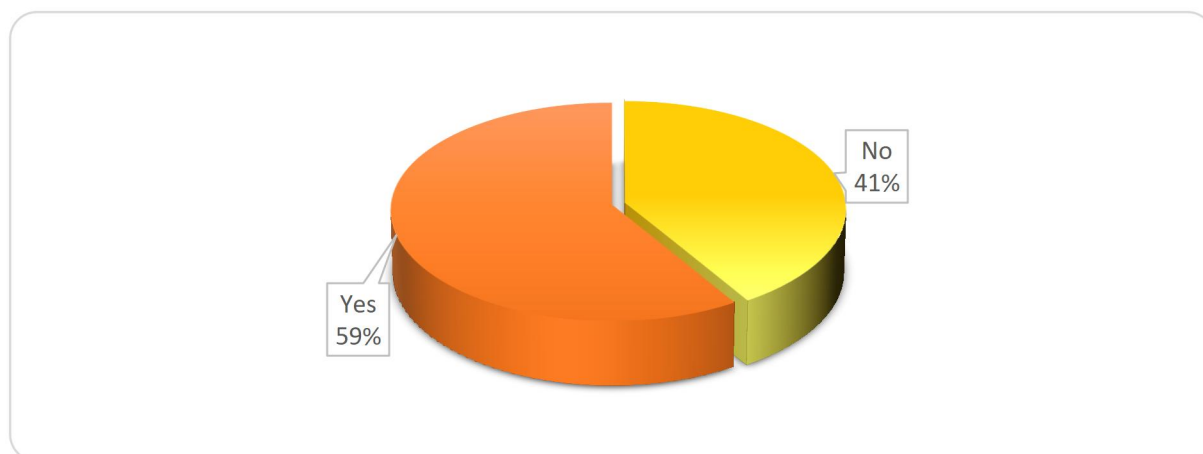


Figure 17: Job relevance to training area

The study sought to understand the types of jobs graduates applied for upon completing their training. The findings show a nearly even split: 50.5% of the graduates applied for jobs related to their profession, while 49.5% applied for any available job, regardless of its alignment with their field of study. This trend

suggests that while half of the graduates aimed to utilise their professional training, the other half prioritised securing employment more broadly, possibly due to limited job opportunities in their specific areas of qualification or economic pressures to find work quickly.

3.3.13 Difficulties in job seeking

The study examined the challenges and difficulties encountered by graduates while seeking employment. 28.95% responded that there were limited employment opportunities in their area of specialisation, 26.32% indicated that it takes too long to find jobs, 23.68% cited that they lack work experience, 15.79% reported that employers are not interested in their level of qualification, 2.63% mentioned that employers are not interested in their area of specialisation, and 2.63% noted that the positions were not advertised for long.

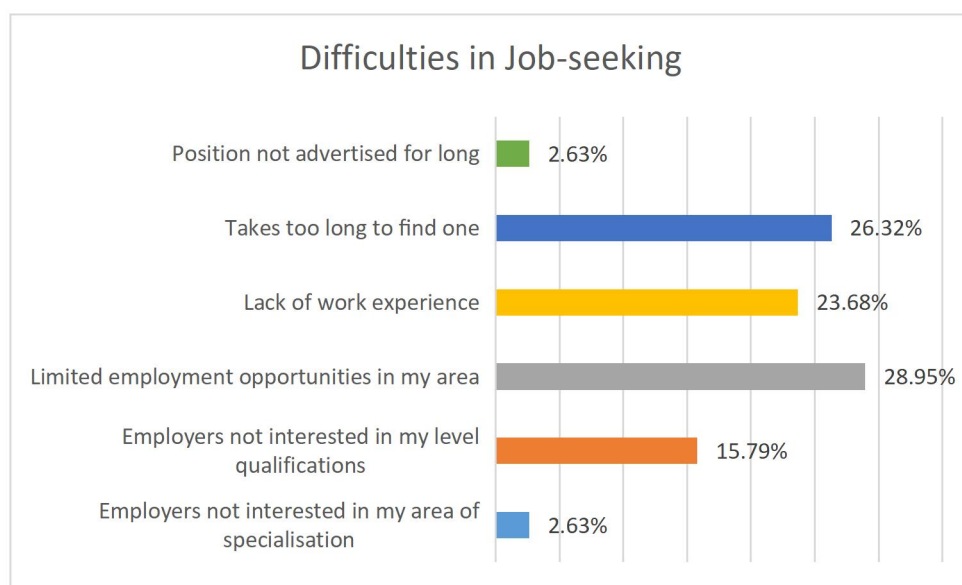


Figure 18: Difficulties in job-seeking

These findings highlight a combination of systemic and individual barriers to employment, emphasising the need for enhanced job readiness support, stronger industry linkages, and targeted career services to better prepare graduates for the realities of the labour market.

3.3.14 Duration of employment with current employer

The employment duration data reveals that a significant proportion of graduates, specifically 25.81%, had been with their current employer for a period ranging from 6 to 12 months, while 22.58% reported employment duration of 13 to 14 months. A further 14.92% indicated being employed for between 25 and 36 months. Notably, 18.15% of the respondents had stayed with their current employer for over three years.

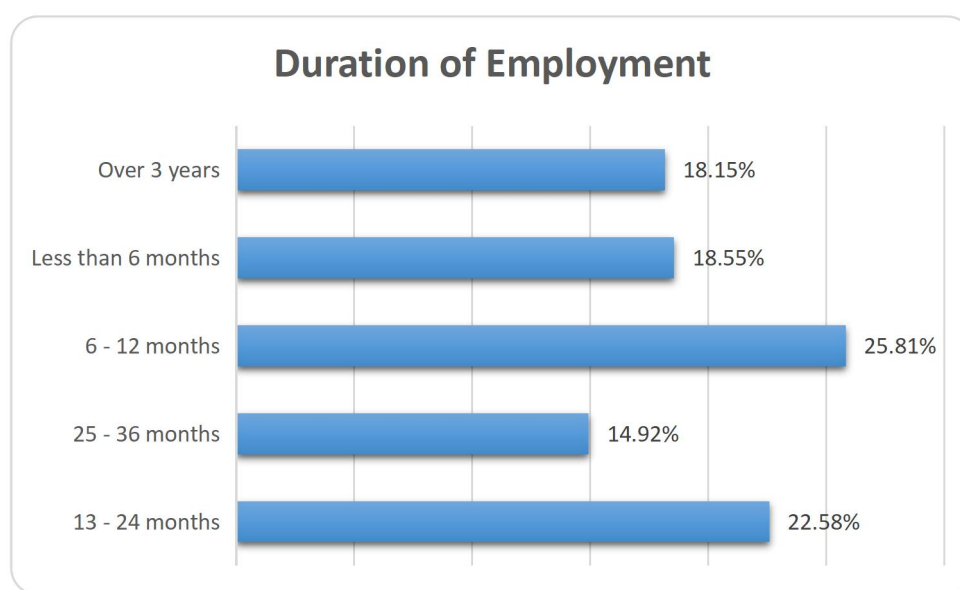


Figure 19: Duration of employment with the current employer

This suggests that the majority of graduates are relatively new in their current roles, indicating recent entry into the workforce or transitions between employers. At the same time, the presence of long-term employees demonstrates that some graduates have found stable, lasting employment, which reflects positively on their skills and the relevance of the training received. This mixed distribution highlights both the potential for long-term employability and areas where enhanced support in job retention and career development may be beneficial.

3.4 Attitude of Graduates towards the Courses they pursued

3.4.1 Recommendations of KCNP Courses

According to Figure 20 below, 72.47% of the graduates indicated that they would recommend KCNP courses to friends and family, while only 27.53% graduates stated they would not. This indicates a generally high level of satisfaction and confidence in the quality and relevance of the programs offered at Kenya Coast National Polytechnic. The willingness of a majority of graduates to endorse the institution reflects positively on their training experience and suggests that KCNP is meeting the expectations of its learners. However, the significant minority who would not recommend the courses points to areas that may require further review and improvement to enhance overall student satisfaction.

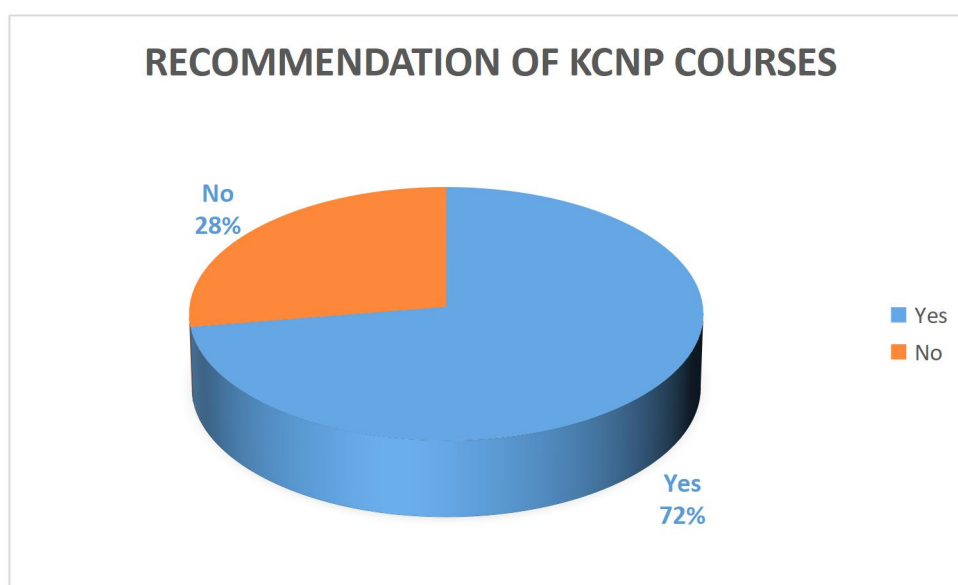


Figure 20: Recommendation of KCNP courses

3.4.2 Perceived Gaps and Shortcomings in Education and Training

The most prominent gap identified was in the training of practical skills, cited by 48.94% of respondents. This underscores the urgent need to strengthen the practical components of academic programmes by enhancing hands-on learning and increasing exposure to real-world work environments.

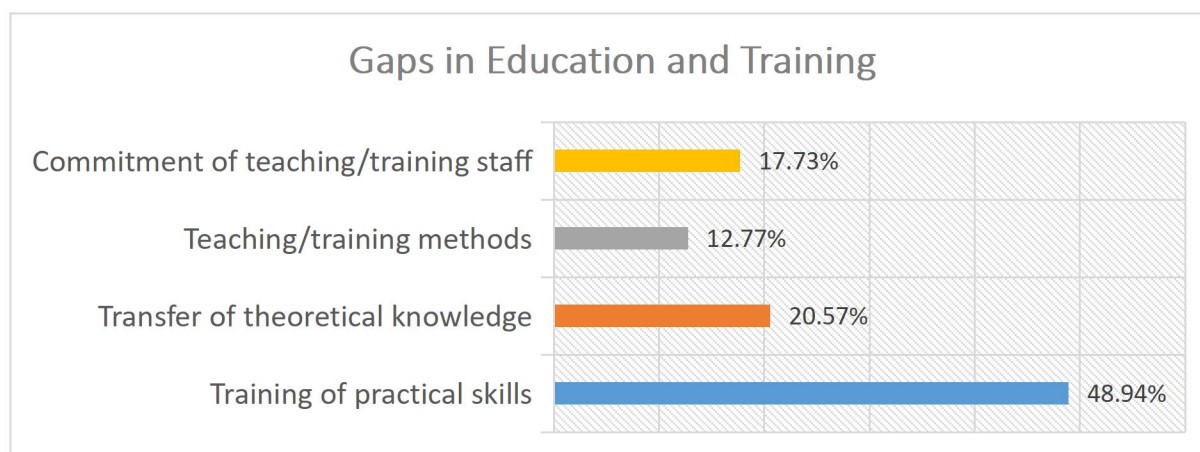


Figure 21: Gaps in Education and Training

The transfer of theoretical knowledge was highlighted by 20.57% of respondents, indicating challenges related to the clarity, relevance, and effectiveness of content delivery. Additionally, 17.73% of respondents pointed to issues concerning the commitment of teaching and training staff, while 12.77% cited shortcomings in the teaching and training methodologies employed.

These findings highlight the need for institutions to invest in curriculum reforms that integrate practical and theoretical learning, enhance professional development and motivation of teaching staff, and adopt modern, learner-centred pedagogical approaches to improve overall training outcomes.

3.4.3 Assessing the Need for Improvement in KCNP Training Components to Enhance Graduate Employability

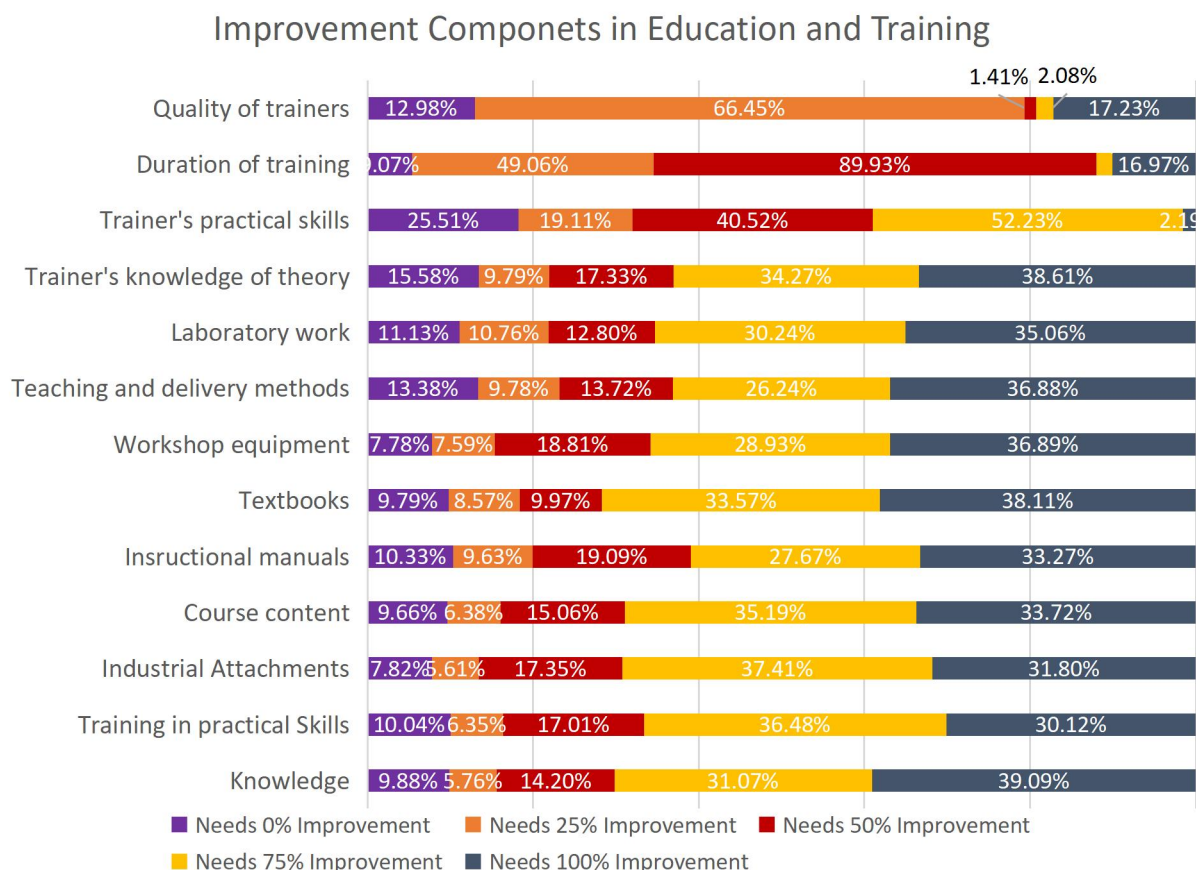


Figure 22: Improvement Components in Education and Training

Graduates were asked to indicate the extent to which various components of their training at KCNP should be improved to better prepare them for the job market. The responses reveal key areas that require substantial enhancement: Knowledge, a majority (39%) stated that this component requires 100% improvement. Training in practical skills: 36.48% of respondents indicated a need for 75% improvement. Industrial attachment: 37.41% recommended a 75% improvement. Course content: 35.17% noted it should be improved by 75%. Instructional manuals: 33.27% responded that 100% improvement is needed. Textbooks: 38.11% suggested a 100% improvement. Workshop equipment: 36.89% cited the need for 100% improvement. Teaching and delivery methods: 36.88% also recommended 100% improvement.

Laboratory work: 35.06% said it requires 100% improvement. Trainers' theoretical knowledge: 38.61% noted this needs 100% improvement. Trainers' practical skills: 52.23% felt these need 75% improvement. Duration of training: A significant majority (89.93%) believed it needs 50% improvement. Quality of trainers: 66.45% indicated this aspect needs 25% improvement.

These insights point to a strong demand for enhancements in both content delivery and the practical, hands-on components of training. Addressing these gaps could significantly improve graduate employability and alignment with industry needs.

3.4.4 Opinions on the Adequacy of KCNP Training, Graduate Employability, and Job Performance Ability

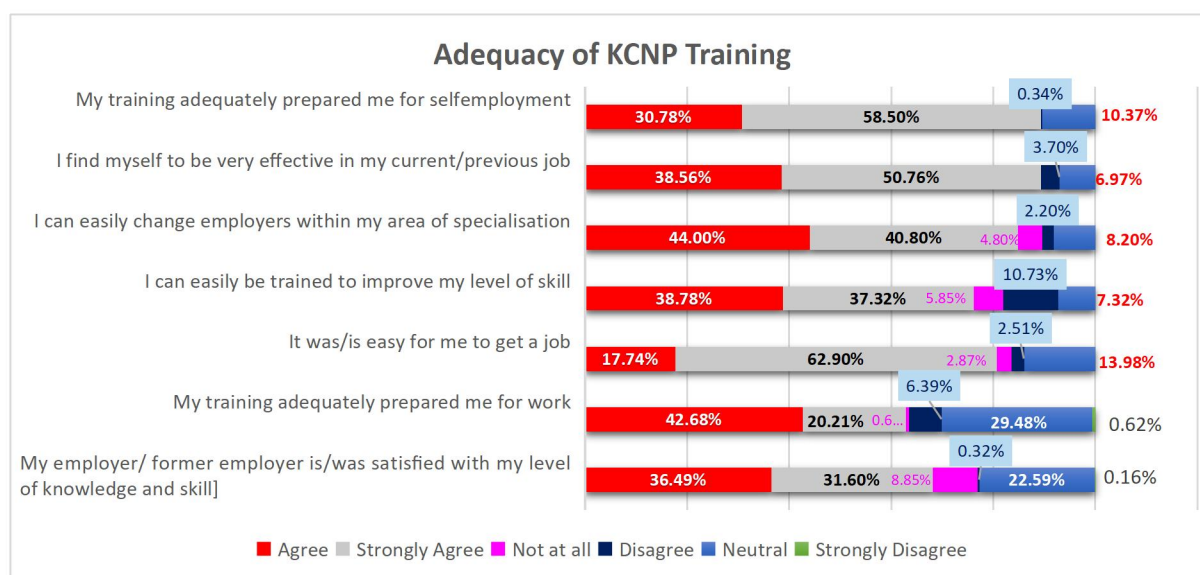


Figure 23 Adequacy of KCNP Training

The tracer study findings indicate a generally positive assessment of graduate preparedness and employability. A significant proportion of respondents (89.28%) reported feeling adequately prepared for self-employment, reflecting a strong foundation in entrepreneurial skills. Similarly, 89.32% indicated that they were very effective in their current or previous jobs, suggesting a high level of job performance and relevance of training to real-world tasks. Furthermore, 84.80% of graduates

expressed confidence in their ability to easily transition between employers, and 76.10% believed they could be easily trained in new roles, indicating adaptability and readiness for continuous learning. Additionally, 80.64% reported that they could easily secure employment, demonstrating strong employability prospects. However, only 62.89% felt that their training had adequately prepared them for the workplace, pointing to a need for curriculum enhancements to better align training with industry requirements. Nonetheless, 68.09% noted that their employers were satisfied with their level of knowledge and skills, reflecting a generally favourable employer perception of graduate competencies.

These results suggest that while overall graduate outcomes are strong, targeted improvements in training relevance and delivery could further strengthen workforce readiness.

3.4.5 The Impact of Vocational Education and Training on the Development of Key Competencies

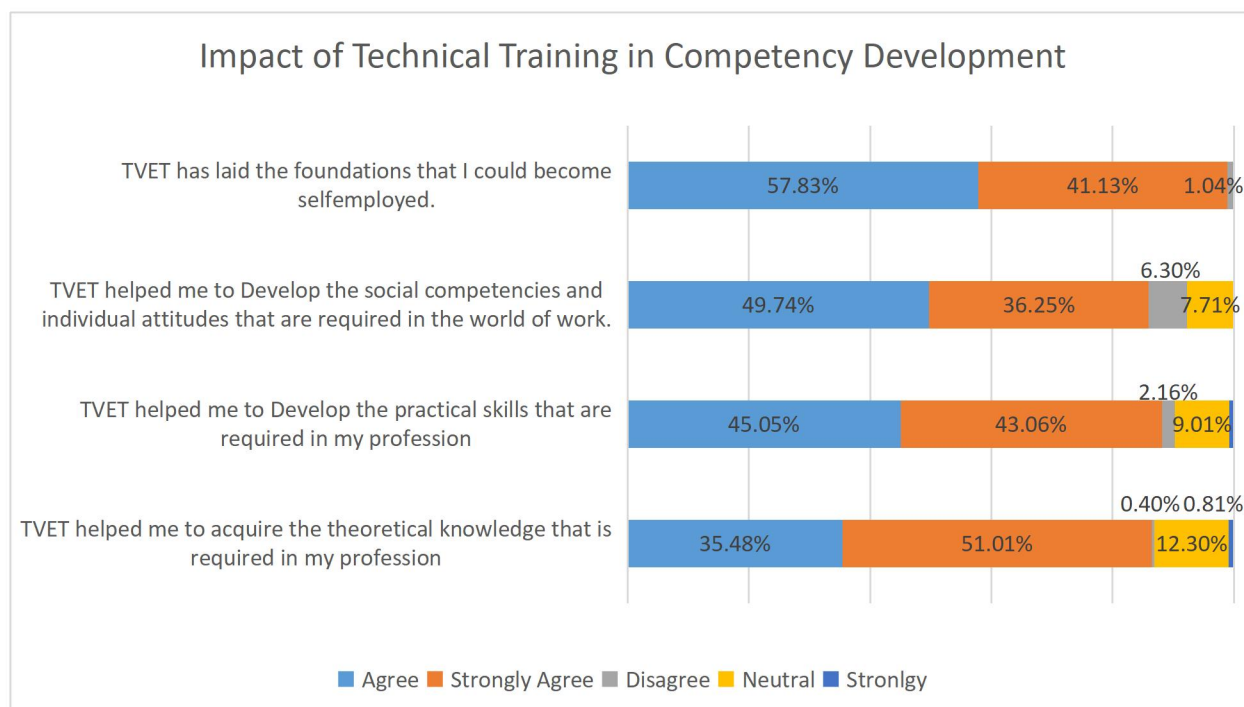


Figure 24: The Impact of Vocational Education and Training on the Development of Key Competencies

The graduates' responses indicate a strong consensus on the positive impact of TVET training in equipping them with essential competencies. A significant majority, 51.01% strongly agreed and 35.48% agreed that TVET helped them acquire the theoretical knowledge required in their profession. Similarly, 43.06% strongly agreed and 45.05% agreed that the training developed the practical skills necessary for their professional roles. Regarding soft skills, 36.25% strongly agreed and 49.74% agreed that TVET played a key role in developing social competencies and individual attitudes essential for the world of work. Additionally, 41.13% strongly agreed and 57.83% agreed that their training laid a strong foundation for self-employment. These findings underscore the critical role TVET plays not only in preparing graduates for formal employment but also in fostering entrepreneurial readiness and professional adaptability.

3.3.24 Comparison between Skills Acquired During Training and Job Performance Ability

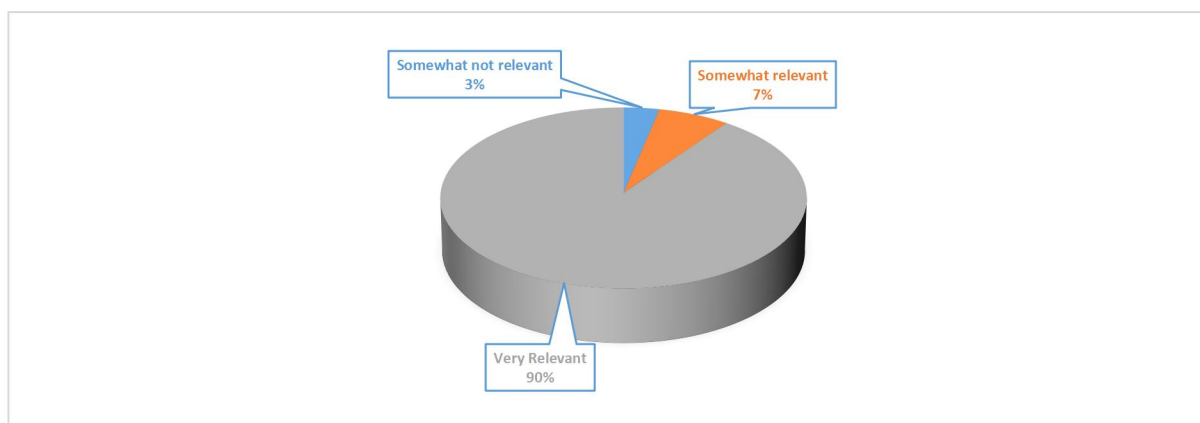


Figure 25: Relevance of Skills Acquired During Training

The study sought to compare the skills acquired by graduates during their training with their ability to perform in the workplace. The majority of respondents (90%) indicated that the skills they gained were very relevant to their job roles. An additional 6.67% found the skills to be somewhat relevant, while a small proportion (3.33%) considered them somewhat not relevant.

These findings suggest that KCNP's training programs are largely effective in equipping graduates with job-relevant competencies, though there remains a need for continuous curriculum review to address any emerging gaps.

3.5 Adequacy of KCNP Training and Work Competency

3.5.1 Training areas for improvement

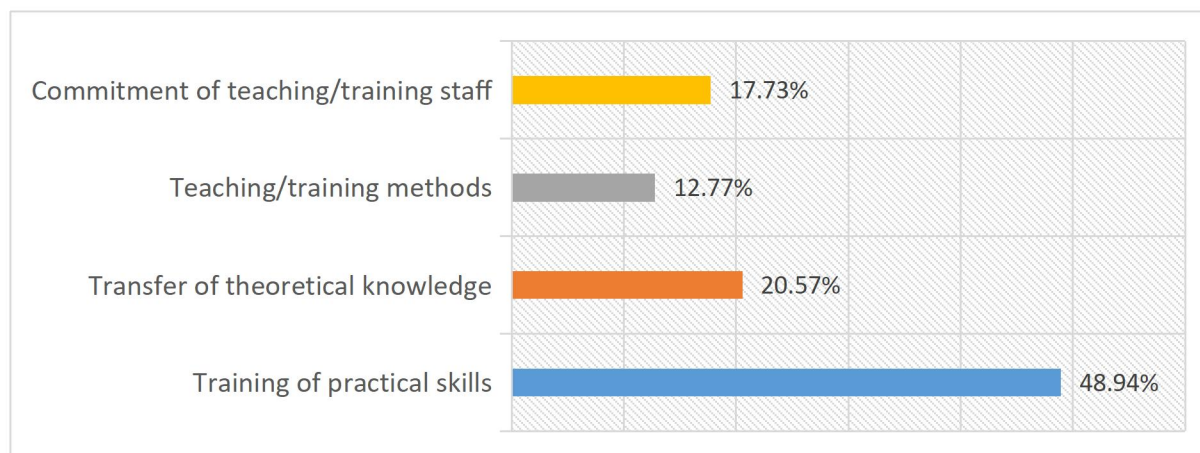


Figure 26: Training Areas for Improvement

Figure 25 above shows that the training of practical skills is the most cited area for improvement, accounting for 48.94% of responses. It suggests a significant concern among respondents regarding the adequacy or quality of hands-on learning, which is critical in technical and vocational education. The commitment of teaching staff (17.73%) and theoretical knowledge delivery (20.57%) are also notable areas requiring attention, indicating that both educator engagement and classroom instruction need enhancement. The teaching/training methods ranked lowest at 12.77%, but still reflect a need to review and possibly innovate pedagogical approaches to better meet learner needs. Overall, the data points to a skills gap, especially in practical competencies, which aligns with broader concerns around skills mismatch between training and labour market demands.

4.1 Employer Tracer Study Findings

4.1.1 Role/Position of Traced Employers

Table 2: Traced Employers

THE NUMBER OF EMPLOYERS AND THEIR ROLE/POSITION							
	ROLE/POSITION						
	Director/Deputy Director	Human Resources	Head of department	Supervisor	Building Inspector	Technician	Total
Frequency	2	1	5	12	1	2	23
Percentage	8.70%	4.35%	21.74%	52.17%	4.35%	8.70%	100%

The survey was able to trace 23 employers. The table above shows that the traced employers 8.70 (n=2) were directors or deputy directors of the organisation. 4.35% (n=1) were human resource officers, 21.74% (n=5) were Heads of departments, 52.17%(n=12) were supervisors, 4.35% (n=1) building inspectors, and 8.70%(n=2) were technicians.

4.1.2 Response by industry sector

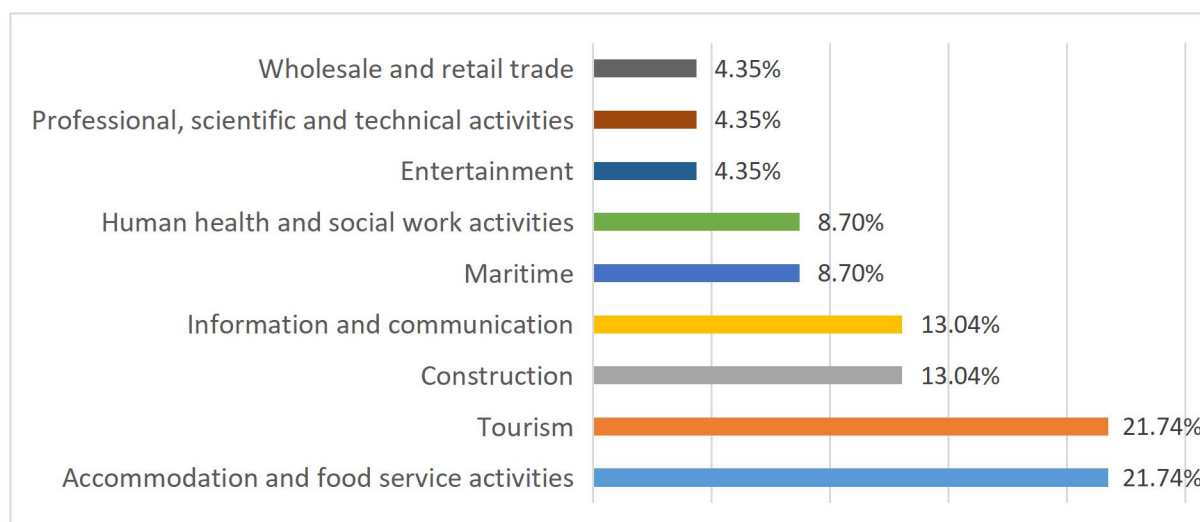


Figure 27: Response by Industry sector

The survey findings revealed that the principal activities of the employers who were patronised were as follows; Accommodation and Food Service Activities 21.74%, Human Health and Social Work Activities at 21.74%, Construction at 13.04%, Information and Communication Technology at 13.04%, Tourism at 8.70%, Blue Economy at 8.70%, Arts, Entertainment and Recreation at 4.35% Professional, Scientific and Technical Activities at 4.35%. This breakdown highlights a strong presence in both the hospitality and healthcare sectors, with notable representation across construction, ICT, and emerging fields such as the blue economy.

4.2 Employment of TVET Graduates by the Industries

4.2.1 Employment of TVET graduates

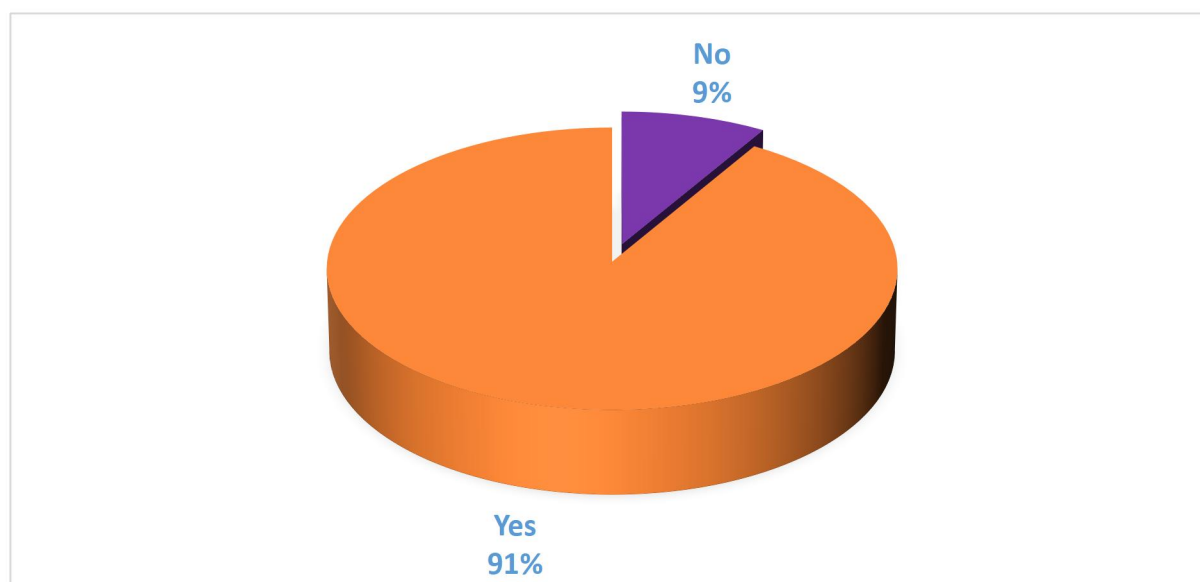


Figure 28: Employment of TVET graduates

A significant majority of employers (91.30%) indicated their willingness to employ graduates from Technical and Vocational Education and Training (TVET) institutions. Only 8.70% expressed reluctance to do so. This reflects strong confidence in the skills and competencies of Kenya Coast National Polytechnic graduates among employers across various sectors.

4.2.2 Importance of aspects for recruitment of KCNP graduates

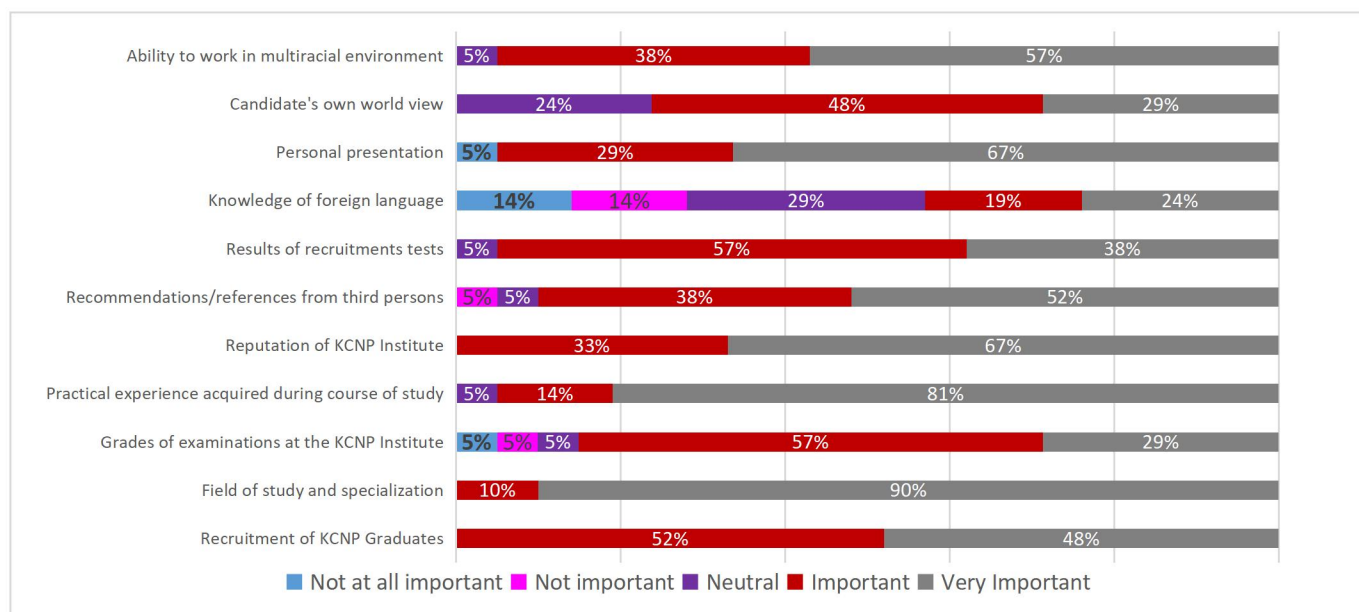


Figure 29: Recruitment Aspects

The responses indicate a strong preference for practical experience and interpersonal qualities. Practical experience acquired during study was rated as very important by approximately 85% of employers, making it the most valued attribute. This highlights employers' emphasis on job readiness and hands-on capability. Personal presentation followed closely, with 80% of employers rating it as very important, indicating the critical role of professionalism and demeanour during hiring. Field of study and specialisation and grades from the KCNP Institute were rated as very important by about 70% and 65% of employers, respectively, indicating that while academic credentials are important, they are secondary to practical skills. The reputation of the KCNP Institute and recommendations/references from third parties were considered very important by roughly 55–60% of respondents. Theoretical knowledge was rated very important by approximately 50%, suggesting that foundational knowledge is appreciated but not prioritised. Recruitment test results received a very important rating from around 45% of employers. Knowledge of foreign languages, candidate's worldview, and ability to work in multiracial environments were among the least emphasised, with fewer than 35% of employers

rating them as very important. The data clearly indicates that practical experience and personal presentation are top priorities for employers. This underscores the need for training institutions to focus on experiential learning, industry exposure, and soft skills development to enhance the employability of graduates.

4.2.3 Employer satisfaction with the knowledge and skills of graduates

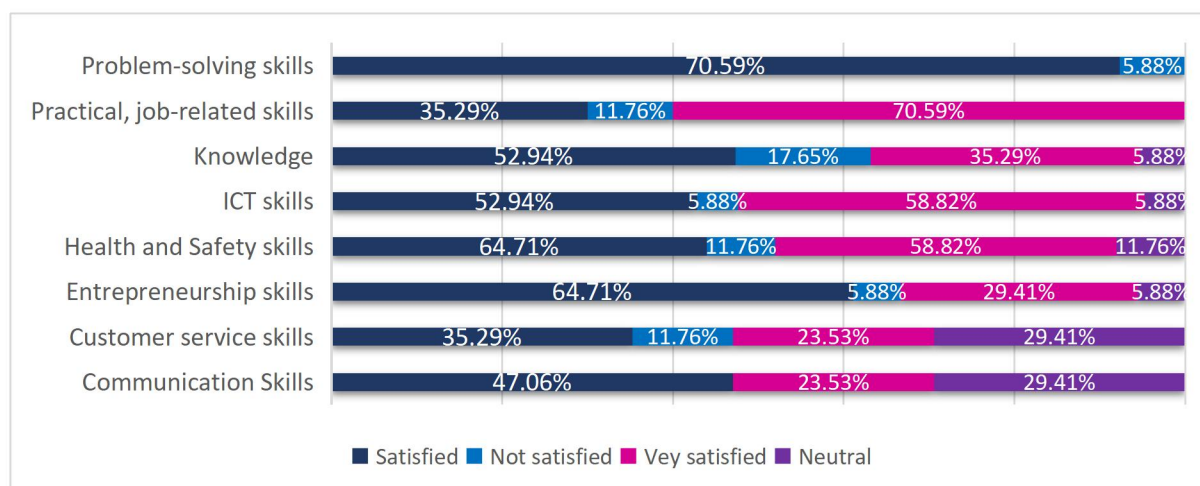


Figure 30: Satisfaction of Knowledge and Skills

According to Figure 30 above, 80% were satisfied with Communication Skills, 70.6% were satisfied with Customer service, 58.8% were satisfied while 11.8% were dissatisfied with Entrepreneurship skills, 84% were satisfied while 8% were dissatisfied with Health and Safety Skills, 90.5% were satisfied while 4.8% were dissatisfied with ICT, 79% were satisfied while 15.8% were dissatisfied with Knowledge, 90% were satisfied while 10% were dissatisfied with Practical, job-related skills, 92.3% were satisfied while 7.7% were dissatisfied with Problem solving skills, 100% were satisfied while with Work Ethics. Overall, the findings indicate a high level of satisfaction across most skill areas, particularly in work ethics, problem-solving, and ICT. However, there is a clear indication that entrepreneurship skills and knowledge acquisition require targeted enhancements to better align with graduate expectations and industry demands.

4.2.4 Necessity for additional training for graduates

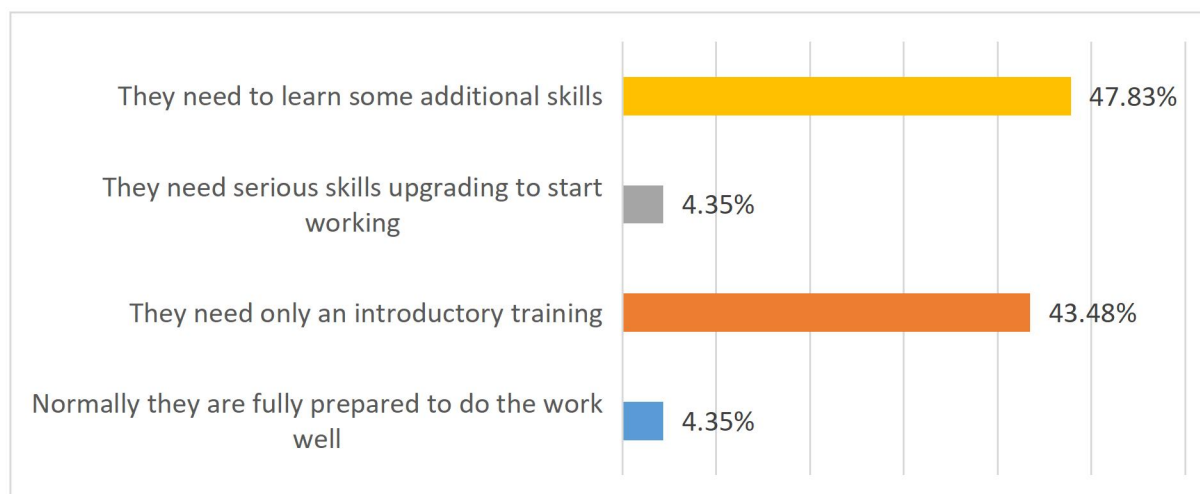


Figure 31: Need for Additional Training

The figure 31 above summarises the employer's views on the extent of additional training required by graduates from KCNP. 47.83% of the employers agreed that the graduates need to learn some additional skills. 43.48% say that they need only an introductory training, 4.35% of the respondents say the graduates are fully prepared to do the work well. 4.35% need serious upgrading to start working.

These findings suggest that while the majority of graduates are seen as having a foundational level of readiness, there is a clear demand for supplementary training to ensure they meet employer expectations and industry standards.

4.2.5 Challenges Employers Experience with TVET Graduates

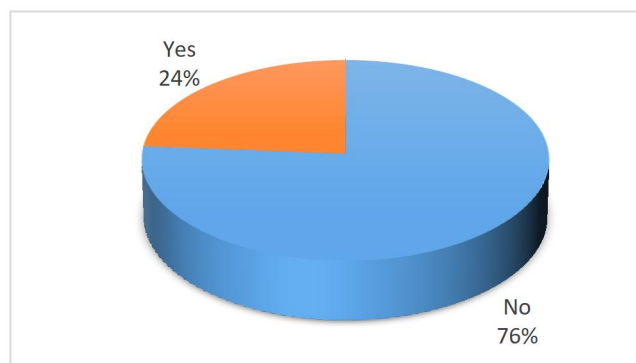


Figure 32: Challenges with TVET Graduates

A majority of the employers (76%) reported no major challenges with graduates from Kenya Coast National Polytechnic, suggesting a generally high level of satisfaction with the training and preparedness of the graduates. This feedback affirms the institution's efforts in aligning training with industry expectations. However, 24% of the employers indicated that they encountered certain challenges with some graduates. The most commonly cited issues included: Inadequate communication skills, Lack of discipline, Poor time management, Limited ICT competencies, Lack of initiative or aggressiveness.

These findings highlight areas where the institution may need to enhance soft skills training, integrate more ICT literacy across disciplines, and reinforce professional behaviour and workplace readiness as part of the curriculum. Addressing these gaps will not only improve employer satisfaction but also enhance the graduates' success in the job market.

5.1 Staff Tracer Studies Findings

5.1.1 Role/Position of staff at KCNP

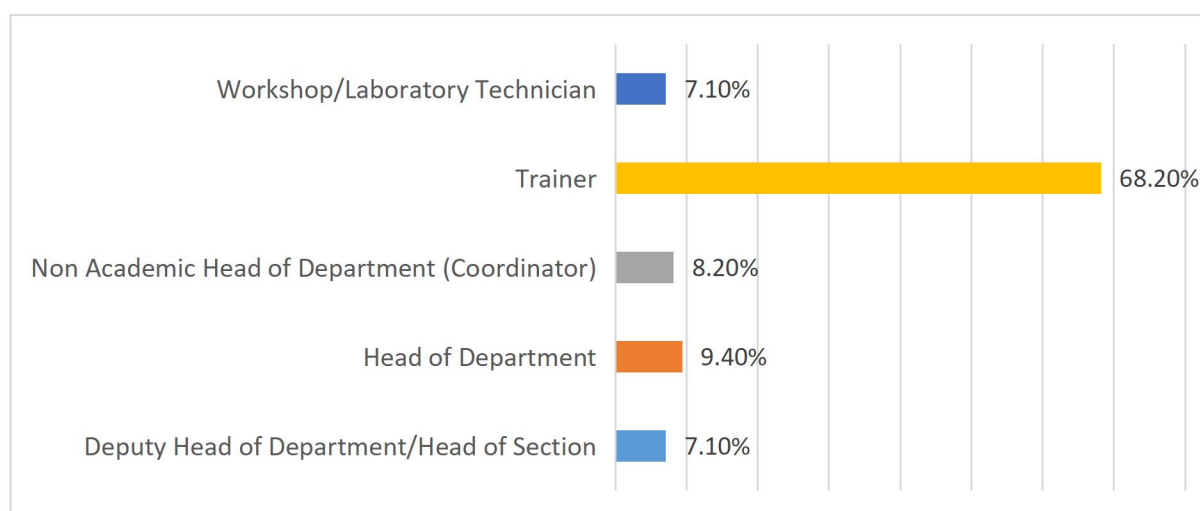


Figure 33: Roles of KCNP Staff

A total of 80 KCNP staff members were surveyed as part of the tracer study. Their designations and corresponding proportions are as follows: Trainers constituted the

majority at 68.2% (n = 58), followed by Heads of Department at 9.4% (n = 8), Non-Academic Heads of Department (Coordinators) at 8.24% (n = 7), Deputy Heads of Department/Heads of Section at 7.1% (n = 6), and Workshop/Laboratory Technicians also at 7.1% (n = 6).

5.1.2 First posting at KCNP

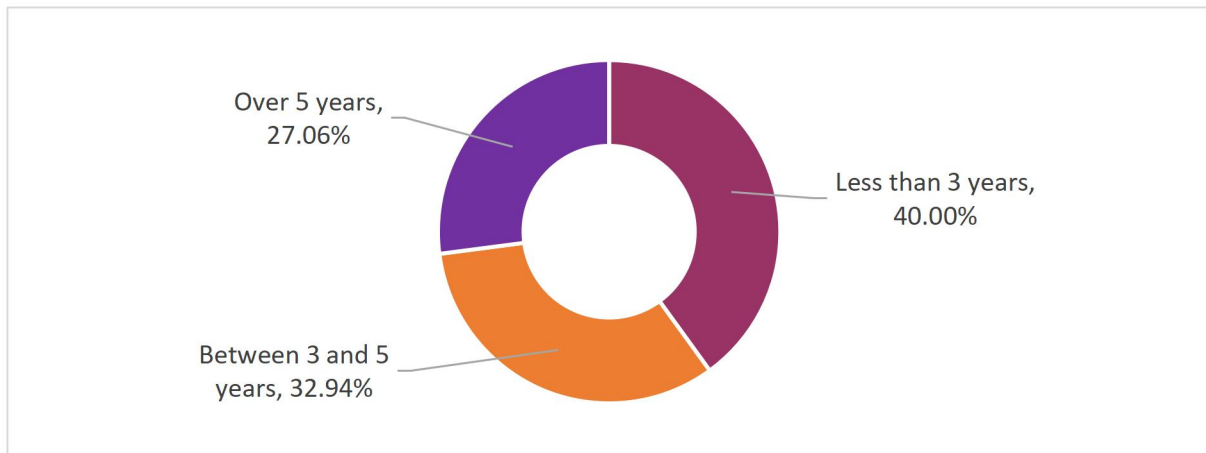


Figure 34: Posting to KCNP

According to Figure 34 above, the largest group of trainers, 40%, had been employed for less than 3 years, followed by those with 3 to 5 years of service at 32.94%, and finally 27.06% of the trainers who had been with the institution for over 5 years. This distribution indicates that all trainers who participated in the survey possess substantial exposure to the institution's operations, policies, and key developments, regardless of their length of service. It suggests a well-integrated training workforce with a solid understanding of institutional processes and expectations.

5.1.3 Staff Departments

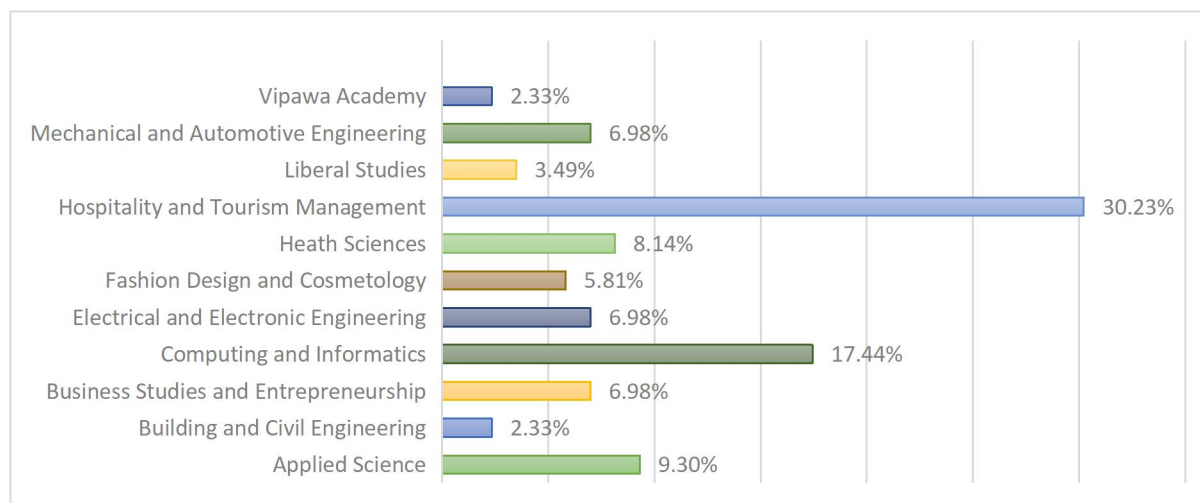


Figure 35: Staff Departments

According to Figure 35 above, the Hospitality and Tourism Department recorded the highest number of responses, accounting for 30.23% of the total. This was followed by Computing and Informatics at 17.44%, Applied Sciences at 9.3%, and Health Sciences at 8.14%. This distribution reflects varying levels of graduate engagement across departments, with higher participation noted in service-oriented and ICT-related programs.

5.1.4 Physical and Administrative Factors

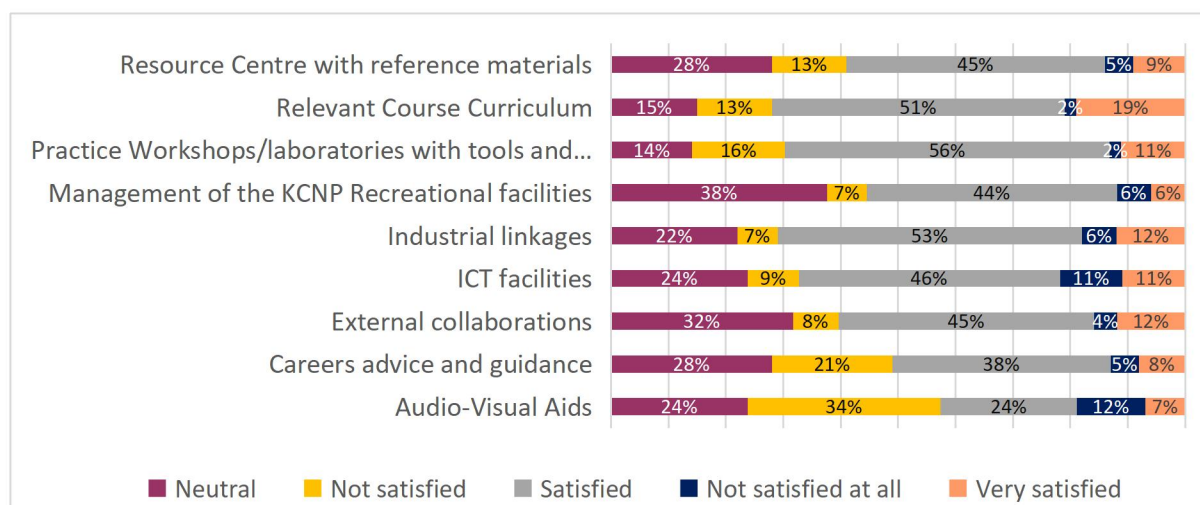


Figure 36: Staff Satisfaction

According to figure 36 above, 46% of the trainers were dissatisfied with Audio-Visual aids while 24% were satisfied, 46% were satisfied while 26% were dissatisfied with career advice and guidance, 57% were satisfied while 12% were dissatisfied with External collaborators, 57% were satisfied while 20% were dissatisfied with ICT collaborations, 59% were satisfied while 19% were dissatisfied with Industrial Linkages, 50% were satisfied while 13% were dissatisfied with Management of the KCNP Recreational facilities, 67% were satisfied while 18% were dissatisfied with Practice Workshops/laboratories, 70% were satisfied while 15% were dissatisfied with Relevant Course Curriculum and 50% were satisfied while 18% were dissatisfied with Resource centre with reference materials. These findings indicate that while there is general satisfaction among trainers with core academic and industry-linked resources such as the curriculum, laboratories, and industrial linkages, there are notable concerns regarding the adequacy of audio-visual aids and access to updated reference materials. The data suggests a need for targeted improvements in instructional support tools and enhanced career guidance mechanisms to further strengthen the trainers' working environment and instructional effectiveness.

5.1.5 Employer Satisfaction on Graduate Knowledge and Skills Aspects



Figure 37: Employer Satisfaction

According to Figure 37 above, 80% were satisfied while 1% were dissatisfied with Problem solving skills, 81% were satisfied while 5% were dissatisfied with Work ethics, 77% were satisfied while 6% were dissatisfied with Entrepreneurship skills, 69% were satisfied while 8% were dissatisfied with Customer Service skills, 71% were satisfied while 7% were dissatisfied with Health and Safety skills and 74% were satisfied while 5% were dissatisfied with Performance. These results indicate a positive perception of graduate competencies in essential workplace skills, particularly in areas such as problem-solving, work ethics, and entrepreneurship. However, the slightly lower satisfaction levels in customer service and health and safety suggest areas where targeted enhancements in training could further improve graduate preparedness and employer satisfaction.

6.1 Recommendations for TVET training

Based on the findings and qualitative responses received, the following sections summarise the recommendations:

6.1.1 Curriculum Development and Delivery

- i. The curriculum should be aligned with current industry demands and structured to maximise resource efficiency for both the institution and learners.
- ii. The existing curriculum delivery timeline is overly compressed and burdened with frequent assessments; a comprehensive review is recommended to enhance instructional effectiveness.
- iii. The CBET courses require revision to ensure relevance, practicality, and responsiveness to sector trends.
- iv. It is essential to adopt high-quality, learner-centred curricula that prioritise the overall academic and professional growth of students.

- v. Efforts should be made to ensure consistency and continuity in curriculum development processes to avoid frequent disruptions.
- vi. There is a need to expand curriculum offerings in creative fields such as Art to cater for diverse learner interests and emerging market needs.

6.1.2 Practical and Industry-Oriented Training

- i. Increase the focus on skill-based and competency-driven training to better align with labour market requirements.
- ii. Expand the number and frequency of practical sessions to reinforce theoretical knowledge and improve learner competency.
- iii. Enhance and extend the duration of staff industrial attachments to strengthen exposure to real-world practices and industry trends while fostering continuous professional development and firsthand understanding of workplace expectations.
- iv. Improve internship and industrial attachment programs for trainees to ensure relevance and skill acquisition.
- v. Organise regular academic trips to relevant industries to expose trainees to practical applications of their studies.
- vi. Foster stronger collaborations with industry stakeholders to enhance curriculum relevance, mentorship, and job placement opportunities.
- vii. Upgrade and expand laboratory facilities to accommodate more students, ensuring the availability of functional equipment and computers for hands-on training.
- viii. Encourage practical exposure by enabling students to work on fully functional equipment—particularly in ICT areas such as computer repair and maintenance—to enhance technical proficiency.
- ix. Ensure sufficient resource allocation for the successful implementation of Competency-Based Education and Training (CBET) across all departments.

- x. Allocate sufficient and sustainable resources to support the effective implementation of Competency-Based Education and Training (CBET) across all training areas.

6.1.3 Learning Infrastructure and ICT Integration

- i. Upgrade internet and Wi-Fi connectivity across the institution to support uninterrupted access to online resources and digital learning platforms.
- ii. Ensure easy and consistent access to ICT resource materials for both trainers and trainees to enhance research, teaching, and learning effectiveness.
- iii. Equip classrooms and laboratories with projectors and other digital tools to facilitate clear and effective instructional delivery.
- iv. Promote greater integration of technology in teaching and learning through increased use of digital tools and platforms.
- v. Provide ongoing training for trainers on ICT integration in pedagogy, supported by reliable infrastructure to ensure practical implementation.
- vi. Replace outdated computers in laboratories (e.g., Admin 15, 17, 18, 20, 21, 22, and 26) with up-to-date machines that meet the current technical requirements.
- vii. Establish additional computer laboratories furnished with modern equipment and specifications aligned with evolving ICT software and industry standards.

6.1.4 Instructional Time and Resource Management

- i. Extend session durations for CBET classes to at least two hours to effectively accommodate hands-on practical activities and enhance competency acquisition.
- ii. Minimise the volume of non-instructional paperwork assigned to trainers to allow greater focus on teaching and learner support.

- iii. Safeguard dedicated learning hours by minimising interruptions caused by administrative duties, ensuring a stable and productive learning environment

6.1.5 Trainer Development and Welfare

- i. Invest in continuous professional development by providing regular training programs for trainers to enhance their pedagogical and technical competencies.
- ii. Improve the working conditions of trainers to foster motivation, retention, and overall job satisfaction.
- iii. Sustain and expand TVET sensitisation programs to keep staff updated on current trends, policies, and expectations within the sector.
- iv. Facilitate staff exchange programs and industry attachments to promote exposure to best practices and emerging innovations in training delivery.
- v. Encourage inclusive decision-making by ensuring trainers are actively consulted and involved in institutional planning, reforms, and policy implementation

6.1.6 Governance, Equity, and Student Support

- i. Establish a dedicated, qualified, and student-centred administrative body focused on enhancing student welfare and support services.
- ii. Strengthen institutional strategies to promote equity and access, particularly for marginalised groups and students with limited resources.
- iii. Prioritise in-person (physical) classes over online learning modalities where feasible, as many students face challenges with engagement and performance in virtual environments, especially in foundational units.

6.1.7 Attachment Scheduling and Training Duration

- i. Ensure that the attachment and dual training schedules are maintained without interruptions to allow trainees to fully acquire the necessary practical skills.

- ii. A minimum of one year of foundational training should be completed before trainees undertake industry attachments or enter the workforce, ensuring they are adequately prepared for real-world challenges.

6.2 Comments/Suggestions Regarding this Survey

- i. **Enhance Graduate Database Management:** To improve the accuracy, efficiency, and reach of future tracer studies, there is a critical need to regularly update and maintain a comprehensive graduate database. This database should ideally be integrated within the institution's Management Information System (MIS) to allow seamless access and data retrieval.
- ii. **Utilise a Hybrid Data Collection Approach:** The combination of physical and electronic data collection methods—such as Google Forms and in-person surveys—proved effective in reaching a diverse range of respondents. This blended approach should be institutionalised and continually refined to cater to graduates with varying levels of digital access.
- iii. **Allocate Sufficient Time for Data Collection:** Delays in data collection adversely affected the study timeline. Future tracer studies should ensure ample time is allocated for this phase and minimise competing responsibilities for the study team to enhance focus and operational efficiency.
- iv. **Ensure Timely Institutional Support and Approvals:** The success of tracer studies depends significantly on timely approvals and logistical support from the Polytechnic administration. Streamlined internal processes and proactive support can enable the tracer study team to execute tasks more efficiently.
- v. **Promote Data Disaggregation and In-Depth Analysis:** Future tracer studies should include more detailed disaggregation of data—such as by gender, department, or specific training program—to yield targeted insights that can inform strategic decisions on curriculum development and institutional policy.
- vi. **Foster Broader Stakeholder Engagement:** Engaging key stakeholders—including employers, alumni, and industry representatives—enhances the

credibility and relevance of the data collected. Stakeholder feedback can also enrich study findings and ensure that recommendations are aligned with labour market needs.

- vii. **Invest in Capacity Building for Field Teams:** Training data collectors and analysts on modern tracer study methodologies and digital tools will improve the overall quality, accuracy, and reliability of data. Adoption of professional survey platforms can further streamline the analysis process.
- viii. **Implement Longitudinal Tracer Studies:** Adopting a longitudinal approach will allow the institution to monitor graduate outcomes over time, providing a more comprehensive understanding of employment trends, skills application, and career development. This will also support evidence-based curriculum reforms and policy planning.

APPENDICES

APPENDIX 1: QUESTIONNAIRE

Dear Participant,

Kenya Coast National Polytechnic (KCNP) is conducting a Graduate Tracer Survey as part of its ongoing efforts to assess the relevance and effectiveness of its training programs. The goal of this study is to understand the employment status, career progression, and challenges faced by our graduates, as well as to gather feedback from employers and staff on the skills and competencies of KCNP alumni.

Your participation in this survey is highly valuable, as it will help us enhance our academic programs, improve training methodologies, and strengthen our contribution to workforce development. The information you provide will be treated with strict confidentiality and used solely for this study. The findings will be presented in an anonymous and aggregated format to ensure individual privacy.

This survey is being conducted online, and we kindly request you to complete the questionnaire at your earliest convenience. Items marked with an asterisk (*) are mandatory. If you need any assistance, please feel free to contact the Tracer Studies and Alumni Coordinator at **emmah.wangari@kenyacoastpoly.ac.ke** or **+254 704 878 318**.

Thank you for your time and valuable insights!

Best regards,

Emmah W. Joan.
Coordinator Tracer Studies and Alumni

DEMOGRAPHICS

Gender*

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

Are you a person living with disability (PWD)?*

- ☐ Yes
- ☐ No

Select your category.*

Each category has a different set of questions

- ☐ KCNP Graduate
- ☐ Employer
- ☐ KCNP Staff

KCNP GRADUATES

Phone number

.....

Email address

.....

When did you complete your studies at KCNP? *

- ☐ 2024
- ☐ 2023
- ☐ 2022
- ☐ Before 2022

Select your department*

- ☐ Applied science
- ☐ Building and civil engineering
- ☐ Computing and informatics
- ☐ Electrical and electronic engineering
- ☐ Fashion design and cosmetology
- ☐ Health sciences
- ☐ Hospitality and tourism management
- ☐ Mechanical and automotive engineering
- ☐ Liberal studies
- ☐ Vipawa academy

Course that you pursued

.....
What level of qualification did you attain at KCNP?

- ☐ Short Course
- ☐ Artisan (Level 4)
- ☐ Craft Certificate (Level 5)
- ☐ Diploma
- ☐ Yet to Complete

After your exit from KCNP, are there any other professional qualifications and/or certificates you acquired?

- ☐ Yes
- ☐ No

If you selected that you have other professional qualifications, provide the details of the qualification below

.....
Are you currently employed?

- ☐ Yes
- ☐ No

Unemployed KCNP Graduates

What describes your current situation?

- ☐ I am currently studying
- ☐ I am busy with my family and children
- ☐ I am in an internship
- ☐ I am actively looking for work
- ☐ Other

Please state the reason(s) why you are not yet employed

- ☐ No job opportunities
- ☐ No connections
- ☐ Family issues
- ☐ Not interested in getting job
- ☐ Health related reasons
- ☐ Lack of professional eligibility requirements
- ☐ Lack of work experience
- ☐ Starting pay is too low
- ☐ Engaged in further study
- ☐ Have plans to seek job out of the country
- ☐ Other:

Which jobs have you been applying for?

☐ Any job

☐ Jobs related to my profession only

Study conditions at KCNP

Would you recommend KCNP's courses in your area of specialisation to a friend, colleague, or relative?

☐ Yes

☐ No

Reason for your choice above*

.....

In your opinion, what was lacking in KCNP's education and training?

☐ Training of practical skills

☐ Transfer of theoretical knowledge

☐ Teaching/Training methods

☐ Training Materials/equipment

☐ Commitment of teaching staff

☐ Other:

Using the percentages (%) indicated, rate the extent to which the following components used in training at KCNP should be improved to prepare graduates for the job market

	Needs 100% Improvement	Needs 75% Improvement	Needs 50% Improvement	Needs 25% Improvement	Needs 0% Improvement
Knowledge (Theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in practical Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Attachments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop equipment	<input type="checkbox"/>	<input type="checkbox"/>			

Teaching and delivery methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's knowledge of theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's practical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duration of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your opinion with regard to the following statements on the adequacy of KCNP training, graduate employability, and your ability to perform in your job?

	Strongly Agree	Agree	Neutral	Strongly Disagree	Not at all
My employer/ former employer is/was satisfied with my level of knowledge and skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training adequately prepared me for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was/is easy for me to get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can easily be trained to improve my level of skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can easily change employers within my area of specialisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find myself to be very effective in my current/previous job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training adequately prepared me for self employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent did your Vocational Education and Training help you to develop the following competencies?

	Strongly Agree	Agree	Neutral	Strongly Disagree	Not at all
TVET helped me to acquire the theoretical knowledge that is required in my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVET helped me to Develop the practical skills that are required in my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

profession.					
TVET helped me to Develop the social competencies and individual attitudes that are required in the world of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVET has laid the foundations that I could become self employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVET enabled me to get along independently in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considering all aspects of your time in TVET, how satisfied are you with the education and training you received?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion, what was lacking in your education and training?

☐ Training of practical skills

- ☐ Transfer of theoretical knowledge
- ☐ Teaching/training methods
- ☐ Commitment of teaching/training staff

Are there any changes you would recommend for TVET training? Please specify

.....

Do you have any comments/suggestions regarding this survey? Please specify
Employed KCNP Graduates

State your current employment status*

- ☐ Full time, contract
- ☐ Part time
- ☐ Full time, permanent

What is the name of the company/organisation/institution you are working for?

.....

Select the location of your company

.....

If you're working in diaspora, which country do you work in?

.....

Specify the type of your employer

- ☐ Public Sector (national or county government)
- ☐ Parastatal or semi-autonomous government agencies
- ☐ Private Sector
- ☐ NGO
- ☐ Self Employed
- ☐ Other:

Was this your first job after college?*

- ☐ Yes
- ☐ No

If the current employer is not your first one, why did you leave your previous employment?

- ☐ Sought improved wage
- ☐ Sought improved working conditions
- ☐ Needed to change environment
- ☐ Wanted a new challenge
- ☐ Retrenched
- ☐ Found employment in my area of specialisation.
- ☐ Other:

In what sector/area of specialisation is your job? (Multiple answers possible)

- ☐ Environmental and Research Services
- ☐ In what sector/area of specialisation is your job? (Multiple answers possible)
- ☐ Education and Public Administration
- ☐ Hospitality and Tourism
- ☐ Fashion, Beauty, and Personal Care
- ☐ Electrical Power Generation, Transmission and Distribution
- ☐ Manufacturing and Industry
- ☐ Information Technology and Telecommunications
- ☐ Business and Finance
- ☐ Building and Construction
- ☐ Healthcare and Life Sciences
- ☐ Other:

How long did it take you to get a job after completing your training?

- ☐ Less than 6 months
- ☐ 6 - 12 months
- ☐ 13 - 24 months
- ☐ 25 - 36 months
- ☐ Over 3 years

How did you find your first job?

- ☐ Arranged by KCNP Staff
- ☐ As a walk-in Applicant
- ☐ Connections (friends, relatives)
- ☐ Family Business
- ☐ Recommendations
- ☐ Responses from an advertisement
- ☐ Other:

What is your title in the current job in your organisation?

e.g Electrical Technician, Site Supervisor

.....
.....

What is your monthly salary range?

- ☐ Below KSh. 15000
- ☐ Ksh. 20,000-45,000
- ☐ Ksh. 50,000-75,000
- ☐ Over Ksh. 75,000

How many employers did you contact before getting your current job?*

- ☐ 0 – 5
- ☐ 6 – 10
- ☐ Over 10

For how long have you been working for your current employer?

- ☐ Less than 6 months
- ☐ 6 - 12 months
- ☐ 13 - 24 months
- ☐ 25 - 36 months
- ☐ Over 3 years

Is your job relevant to your area of training?

- ☐ Yes
- ☐ No

What are the difficulties you encountered while looking for a job?

- ☐ Takes too long to find one
- ☐ Employers not interested in my level qualifications
- ☐ Employers not interested in my area of specialisation
- ☐ Lack of work experience
- ☐ Limited employment opportunities in my area
- ☐ Other:

Is your present work related to the course you pursued at Kenya Coast National Polytechnic

- ☐ Yes
- ☐ No

Compare the skills you acquired from your training and your ability to perform on your current or previous job. Your training was:

- ☐ Very Relevant
- ☐ Somewhat relevant
- ☐ Not Relevant
- ☐ Somewhat not relevant
- ☐ Very irrelevant

Would you recommend KCNP's courses in your area of specialisation to a friend, colleague, or relative?

- ☐ Yes
- ☐ No

Reason for your choice above*

.....

In your opinion, what was lacking in KCNP's education and training?

- ☐ Training of practical skills
- ☐ Transfer of theoretical knowledge
- ☐ Teaching/Training methods
- ☐ Training Materials/equipment
- ☐ Commitment of teaching staff
- ☐ Other:

Using the percentages (%) indicated, rate the extent to which the following components used in training at KCNP should be improved to prepare graduates for the job market

	Needs 100% Improvement	Needs 75% Improvement	Needs 50% Improvement	Needs 25% Improvement	Needs 0% Improvement
Knowledge (Theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in practical Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Attachments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and delivery methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Laboratory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's knowledge of theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's practical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duration of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your opinion with regard to the following statements on the adequacy of KCNP training, graduate employability, and your ability to perform in your job?

	Strongly Agree	Agree	Neutral	Strongly Disagree	Not at all
My employer/ former employer is/was satisfied with my level of knowledge and skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training adequately prepared me for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was/is easy for me to get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can easily be trained to improve my level of skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can easily change employers within my area of specialisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find myself to be very effective in my current/previous job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training adequately prepared me for self employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent did your Vocational Education and Training help you to develop the following competencies?

	Strongly Agree	Agree	Neutral	Strongly Disagree	Not at all
TVET helped me to acquire the theoretical knowledge that is required in my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVET helped me to Develop the practical skills that are required in my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TVET helped me to Develop the social competencies and individual attitudes that are required in the world of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVET has laid the foundations that I could become self employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVET enabled me to get along independently in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considering all aspects of your time in TVET, how satisfied are you with the education and training you received?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion, what was lacking in your education and training?

- ☐ Training of practical skills
- ☐ Transfer of theoretical knowledge
- ☐ Teaching/training methods
- ☐ Commitment of teaching/training staff

Are there any changes you would recommend for TVET training? Please specify

Do you have any comments/suggestions regarding this survey? Please specify

EMPLOYERS

Enterprise name

.....
Which of the options below best describes your role/position in the company/organisation?*

- ☐ Director or Deputy Director
- ☐ Human Resource Manager or Deputy Human Resource Manager
- ☐ Head of Department or Deputy Head of Department
- ☐ Supervisor
- ☐ Other.....

Company address, including email and phone number

.....

County

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> Mombasa | <input type="checkbox"/> Makueni | <input type="checkbox"/> Narok |
| <input type="checkbox"/> Kwale | <input type="checkbox"/> Nyandarua | <input type="checkbox"/> Kajiado |
| <input type="checkbox"/> Kilifi | <input type="checkbox"/> Nyeri | <input type="checkbox"/> Kericho |
| <input type="checkbox"/> TanaRiver | <input type="checkbox"/> Kirinyaga | <input type="checkbox"/> Bomet |
| <input type="checkbox"/> Lamu | <input type="checkbox"/> Murang'a | <input type="checkbox"/> Kakamega |
| <input type="checkbox"/> TaitaTaveta | <input type="checkbox"/> Kiambu | <input type="checkbox"/> Vihiga |
| <input type="checkbox"/> Garissa | <input type="checkbox"/> Turkana | <input type="checkbox"/> Bungoma |
| <input type="checkbox"/> Wajir | <input type="checkbox"/> WestPokot | <input type="checkbox"/> Busia |
| <input type="checkbox"/> Mandera | <input type="checkbox"/> Samburu | <input type="checkbox"/> Siaya |
| <input type="checkbox"/> Marsabit | <input type="checkbox"/> TransNzoia | <input type="checkbox"/> Kisumu |
| <input type="checkbox"/> Isiolo | <input type="checkbox"/> UasinGishu | <input type="checkbox"/> HomaBay |
| <input type="checkbox"/> Meru | <input type="checkbox"/> ElgeyoMarakwet | <input type="checkbox"/> Migori |
| <input type="checkbox"/> Tharaka-Nithi | <input type="checkbox"/> Nandi | <input type="checkbox"/> Kisii |
| <input type="checkbox"/> Embu | <input type="checkbox"/> Baringo | <input type="checkbox"/> Nyamira |
| <input type="checkbox"/> Kitui | <input type="checkbox"/> Laikipia | <input type="checkbox"/> NairobiCity |
| <input type="checkbox"/> Machakos | <input type="checkbox"/> Nakuru | |

Other Company Locations*

.....

In what industry/sector do you operate?*

- ☐ Accommodation and food service activities
- ☐ Administrative and support service activities
- ☐ Agriculture, forestry and fishing
- ☐ Arts, entertainment and recreation
- ☐ Construction

- ☐ Education
- ☐ Electricity, gas, steam and air conditioning supply
- ☐ Financial and insurance activities
- ☐ Human health and social work activities
- ☐ Information and communication
- ☐ Manufacturing
- ☐ Mining and quarrying
- ☐ Motor Vehicle Production, Sales and Repairs
- ☐ Professional, scientific and technical activities
- ☐ Public administration and defense, compulsory social security
- ☐ Real estate activities
- ☐ Tourism
- ☐ Transportation and storage
- ☐ Water supply, sewerage, waste management and remediation activities
- ☐ Wholesale and retail trade
- ☐ Other:

Have you employed KCNP graduates from the KCNP or any other TVET institute? (include Permanent, Casual and Interns)*

☐ Yes

☐ No

How important in general are the following aspects for the recruitment of KCNP Graduates?

Please respond to each of the ten factors on the five-point scale, as shown below.*

Recruitment Aspects	Not at all important	Not important	Neutral	Important	Very Important
Recruitment of KCNP Graduates					
Field of study and specialisation					
Grades of examinations at the KCNP Institute					
Practical experience acquired during course of study					
Reputation of KCNP Institute					

Recommendations/references from third persons					
Results of recruitments tests					
Knowledge of foreign language					
Personal presentation					
Candidate's own world view					
Ability to work in multiracial environment					

If you employ KCNP graduates from KCNP, to what extent are you satisfied with their demonstration of the following knowledge and skills aspects? Please respond to each of the ten factors on the five-point scale, as shown below.*

Knowledge and skills aspects	Not satisfied at all	Not satisfied	Neutral	Satisfied	Very satisfied
Communication skills (speaking, writing, listening, reading)					
Customer service skills (such as personal presentation, being polite, understanding a customer's needs and being able to meet these)					

Entrepreneurship skills (such as market research, business planning, financial management, leading others)					
Health and Safety skills (such as safety and emergency awareness, emergency preparedness, working in a safe way)					
ICT skills (use of computers)					
Knowledge (theoretical training related to my specialisation and occupation)					
Practical, job-related skills (such as use of tools, equipment and machinery, use of materials and equipment maintenance)					
Problem-solving skills (being able to analyse a problem and					

find creative solutions)					
Work ethics (such as discipline, attendance, reliability, punctuality, teamwork)					

Do KCNP graduates from KCNP need additional training to do their work well in your company? (Tick only one box.)*

- ☐ Normally they are fully prepared to do the work well
☐ They need only an introductory training
☐ They need to learn some additional skills
☐ They need serious skills upgrading to start working
☐ They need completely new training

Are you experiencing any challenge(s) with the KCNP graduates you have employed?*

- ☐ Yes
☐ No

If YES, please specify.*

.....

Is your company/organisation experiencing problems finding employees with the skills that you need? Please specify if yes.*

.....

In which roles does your company/organisation commonly experience skills shortages?

.....

.....

Are there any changes you would recommend for TVET training? Please specify

*

.....

Do you have any comments/suggestions regarding this survey? Please specify*

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....

KCNP STAFF

Which of the options below best describes your Role/Position at the KCNP? *

- ☐ Administrator
- ☐ Head of Department
- ☐ Non Academic Head of Department (Coordinator)
- ☐ Deputy Head of Department/Head of Section
- ☐ Trainer
- ☐ Workshop/Laboratory Technician

When were you first posted to (or employed at) KCNP?*

- ☐ Less than 3 years
- ☐ Between 3 and 5 years
- ☐ Over 5 years

Select your department*

- ☐ Applied Science
- ☐ Building and civil Engineering
- ☐ Business studies and Entrepreneurship
- ☐ Computing and Informatics
- ☐ Electrical and Electronic Engineering
- ☐ Fashion Design and Cosmetology
- ☐ Health Sciences
- ☐ Hospitality and Tourism Management
- ☐ Mechanical and Automotive Engineering
- ☐ Liberal Studies
- ☐ Vipawa academy
- ☐ Maritime Studies

To what extent are you satisfied with the ten (10) Physical and Administrative factors? Please respond to each of the ten factors on the five-point scale, as shown below*

Physical and Administrative factors	Not satisfied at all	Not satisfied	Neutral	Satisfied	Very satisfied

Audio-Visual Aids					
Career advice and guidance (such as help in finding a job)					
External collaborations (such as external assessors, guest lecturers, industry experts, exchange program)					
ICT facilities (such as computers and online learning technologies)					
Industrial linkages (such as Internship Programme and industrial visits for students)					
Management of the KCNP Recreational facilities					
Practice Workshops/laboratories with tools and equipment (including Simulators)					
Relevant Course Curriculum					
Resource Centre with reference materials (such as industry journals, recommended text books)					

To what extent are you satisfied with their demonstration of the following Knowledge and Skills aspects? Please respond to each of the ten factors on the five-point scale, as shown below.*

Knowledge and Skills aspects	Not satisfied at all	Not satisfied	Neutral	Satisfied	Very Satisfied
Knowledge (theoretical training related to my specialisation and occupation)					
Practical, job-related skills (such as the use of tools, equipment and machinery, use of materials and parts, equipment maintenance)					
Communication skills (speaking, writing, listening, reading)					
ICT skills (use of computers)					
Problem-solving skills (being able to analyse a problem and find creative solutions)					

Work ethics (such as discipline, attendance at work, reliability, punctuality, team work)					
Entrepreneurship skills (such as market research, business planning, financial management, leading others)					
Customer service skills (such as personal presentation, being polite, understanding a customer's needs and being able to meet these)					
Health and Safety skills (such as safety and emergency awareness, emergency preparedness, and working safely)					

Performance (such as understanding and producing drawings, doing measurements at work, using written instructions and working guides)					
Knowledge (theoretical training related to my specialisation and occupation)					
Practical, job-related skills (such as the use of tools, equipment and machinery, use of materials and parts, equipment maintenance)					
Communication skills (speaking, writing, listening, reading)					
ICT skills (use of computers)					
Problem-solving skills (being able to analyze a problem and find creative solutions)					

Work ethics (such as discipline, attendance at work, reliability, punctuality, team work)					
Customer service skills (such as personal presentation, being polite, understanding a customer's needs and being able to meet these)					
Health and Safety skills (such as safety and emergency awareness, emergency preparedness, and working safely)					
Performance (such as understanding and producing drawings, doing measurements at work, using written instructions and working guide)					

Are there any changes you would recommend for TVET training? Please specify*

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Do you have any comments/suggestions regarding this survey? Please specify*

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