

**FACTORS INFLUENCING IMPLEMENTATION OF YOUTH VOCATIONAL  
TRAINING CENTERS PROJECTS BY COUNTY GOVERNMENTS IN KENYA,  
A CASE OF ISIOLO COUNTY GOVERNMENT**

**MARY ANNE WAITHIRA KIGUTA**

**A RESEARCH PROJECT REPORT SUBMITTED FOR THE AWARD OF  
MASTER OF ARTS DEGREE IN PROJECT PLANNING AND MANAGEMENT  
OF THE UNIVERSITY OF NAIROBI**

**2017**

## **DECLARATION**

I declare that this is my original work and has not been presented to any other university or Academic institution for examination.

**Signature:** .....**Date:**.....

**MaryAnne Waithira Kiguta**

**L50/79587/2015**

This research project has been submitted for examination with my approval as the University Supervisor.

**Signed**..... **Date** .....

**Prof. Christopher Gakuu**

**School of Open and Distance Learning**

**ODEL Campus**

**University of Nairobi**

## **DEDICATION**

I would like to dedicate this research project my parents for their support and sacrifice in educating me. To my son, Michael, you are such an inspiration and a blessing in my life. This project will be a source of motivation for hard work when you become of age. To Patricia Wangechi for your love, support and encouragement during the entire duration of this course.

God bless you all.

## **ACKNOWLEDGEMENT**

This research project report could not have been completed without the support of several people and I would like to sincerely thank them for their sincere and devoted efforts, advice, moral and financial assistance which saw the successful completion of the project. Special gratitude goes to my Supervisor Prof. Christopher Gakuu who tirelessly ensured that this project was done as per the requirements. Special thanks go to my friend John Karanja for the material and moral assistance he rendered to me.

To all the lecturers you have been my motivation and a source of inspiration. To my colleagues at the TSC Isiolo County, thanks so much for the times you stood with me while I was doing this work.

Special thanks go to the respondents for their willingness to support me in this study by giving me the information I was seeking. Above all I thank God most high for giving me wisdom, knowledge and understanding.

## TABLE OF CONTENTS

<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>ABBREVIATIONS AND ACRONYMS</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of the Problem .....	4
1.3 Purpose of the Study .....	5
1.4 Specific Objectives.....	5
1.7 Delimitation of the Study .....	5
1.5 Research Questions .....	5
1.6 Significance of the Study .....	5
1.8 Limitations of the Study.....	6
1.9 Assumptions of the Study .....	6
1.10 Organization of the Study .....	6
1.11 Definition of Significant Terms .....	7
<b>CHAPTER TWO</b> .....	<b>8</b>
<b>LITERATURE REVIEW</b> .....	<b>8</b>
2.1 Introduction.....	8
2.2 Community Involvement and implementation of vocational centers projects.....	8
2.3 Financial Resources and implementation of vocational centers projects.....	9
2.4 Training and implementation of vocational centers projects. ....	12
2.5 Political Factors and implementation of vocational centers projects.....	14

2.6 Theoretical Review .....	15
2.6.1 Capital Theory of School Effectiveness and Improvement .....	15
2.6.2 Stakeholder Theory .....	17
2.7 Conceptual Framework .....	19
2.7.1 Explanation of variable .....	20
<b>CHAPTER THREE .....</b>	<b>21</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>21</b>
3.1 Introduction .....	21
3.2 Research Design.....	21
3.4 Sample Design and Sample Size.....	22
3.5 Research Instruments and Data Collection Procedures .....	22
3.6 Reliability of the Research Instrument.....	22
3.7 Validity of the Research Instrument .....	22
3.8 Data Analysis and Presentation.....	23
3.9 Ethical Issues.....	23
<b>CHAPTER FOUR.....</b>	<b>30</b>
<b>DATA ANALYSIS, PRESENTATION AND INTERPRETATION.....</b>	<b>30</b>
4.1 Introduction .....	30
4.2 Response Rate .....	30
4.3 Demographic Data .....	31
4.4 Respondents Level of Education.....	31
4.5 Years worked in the County government by the Respondents .....	32
4.6 Community Involvement .....	32
4.6.1 Communication between County Government and Community Beneficiaries.....	33
4.6.3 Community groups interests on implementation of vocational training centers projects. ....	34
4.6.4 Response on adequate involvement between county government and community...	34
4.7 Financial Resources .....	35
4.7.1 Availability of Reliable Funds to Implement the Vocational Training Centers .....	35

4.7.2 Influence of adequate financial resources to implement vocational training centers	36
4.7.3 Influence of Delay in Financing Implementation of Vocational training centers.....	37
4.7.4 Influence of Long Approval Procedures on implementation of vocational training centers projects.....	37
4.7.5 Satisfaction with Levels of Resources Allocation .....	38
4.8 Training .....	39
4.8.1 Satisfaction with implementation of vocational training centers projects. ....	39
4.8.2 Existence of highly skilled vocational trainers to implement vocational training center projects. ....	39
4.8.3 Influence of support management on to Implementation of vocational training centers Projects.....	40
4.8.4 Influence of training curriculum on vocational training Centers .....	41
4.8.5 Level of satisfaction with training.....	41
4.9 Politics.....	42
4.9.1 Influence of Politics on Implementation of Vocational training centers .....	42
4.9.2 Political Conflicts by County Leaders on the Implementation of Vocational training centers Projects.....	42
4.10 Implementation of Vocational training centers Projects.....	43
<b>CHAPTER FIVE.....</b>	<b>44</b>
<b>SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>44</b>
5.1 Introduction.....	44
5.2 Summary of Findings.....	44
5.3 Discussion of findings.....	45
5.4 Conclusion .....	46
5.5 Recommendations .....	46
5.6 Suggestions for Further Research .....	47
<b>REFERENCES.....</b>	<b>48</b>
<b>APPENDIX I .....</b>	<b>52</b>
<b>INTRODUCTORY LETTER .....</b>	<b>52</b>
<b>APPENDIX II.....</b>	<b>53</b>

QUESTIONNAIRE FOR THE RESPONDENTS.....53



## LIST OF TABLES

Table 3.1 Target Population.....	21
Table 3.1: Operationalization of variables .....	28
Table 4.2: Response Rate.....	30
Table 4.3 Respondent’s Age .....	31
Table 4.4 Respondents Level of Education.....	31
Table 4.5 Years worked in the County government by the Respondents .....	32
Table 4.6 Communication between County Government and Community Beneficiaries..	33
Table 4.7 Response on conflict between ministry of education and county government...	33
Table 4.8 Response on different community groups with different interests .....	34
Table 4.9 Response on adequate involvement .....	35
Table 4.10 Reliable Funds to Implement the Vocational Training Centers.....	36
Table 4.11 Response on adequate financial resources for implementation .....	36
Table 4.12 Response on delay in Financing Implementation of Vocational training centers Projects.....	37
Table 4.13 Response on Long Approval Procedures .....	38
Table 4.14 Satisfaction Levels of Resources Allocation .....	38
Table 4.15 Satisfaction of the implementation of vocational training centers.....	39
Table 4.16 Response on highly skilled vocational trainers.....	40
Table 4.17 Supportive Management to Implement Vocational training centers Projects...	40
Table 4.18 Response on training curriculum on vocational training Centers .....	41
Table 4.19 Responses on Satisfaction Levels on training.....	41
Table 4.20: Response on Politics on Implementation of Vocational training centers Projects.....	42

**LIST OF FIGURES**

Figure 1: Conceptual Framework ..... 19

## **ABBREVIATIONS AND ACRONYMS**

<b>ICEP</b>	:	Educational Professionals
<b>UNICEFs</b>	:	United Nations International Children's Emergency Fund
<b>UNESCAP</b>	:	United Nations Economic and Social Commission for Asia and the Pacific
<b>RRA</b>	:	Rapid Rural Appraisal
<b>PRA</b>	:	Participatory rural appraisal
<b>PAPs</b>	:	Poverty Alleviation Projects
<b>CDPs</b>	:	Community Development Projects
<b>SWOT</b>	:	Strength, Weakness, Opportunities and Threats
<b>TVET</b>	:	Technical Vocational Education and training
<b>UNESCO</b>	:	United Nations Educational, Scientific and Cultural Organization
<b>SPSS</b>	:	Scientific Package of Social Sciences

## **ABSTRACT**

The purpose of this study will be to establish the factors influencing implementation of youth vocational training centers projects by county governments in Kenya. The specific objectives of the study are to determine how community involvement influence the implementation of youth vocational training centers projects in Isiolo County, to assess how financial resources influence the implementation of the implementation of youth vocational training centers projects in Isiolo County, to examine how training influence the implementation of the implementation of youth vocational training centers projects in Isiolo County and to assess how political factors influence the implementation of youth vocational training centers projects in Isiolo County. The study involved all the key decision makers and management employees of County governments who included County Ministers, County Directors and Members of County Assembly. This study adopted a descriptive research design. In choosing the members who were to participate, the study focused on the 50 management and heads of sections in the county government as the study respondent's. This study adopted a census sample design which allows the use all respondents identified for the study. Data was collected through questionnaire and was analyzed using descriptive statistic which includes frequencies and percentages. This was done using Scientific Package of Social Sciences tool. The analyzed data was presented using tables while qualitative data was presented in narrative form. The study found out that there are delays in funding the implementation of vocational training projects which highly influenced the completion of these projects. Also, the study found out that politics highly influenced the implementation of vocational training centers projects. The study recommends allocating enough resources to implement vocational training centers projects. Need for embracing stakeholders support in order to ensure full implementation of vocational training centers projects and also need for adequate trained personnel to handle technical and vocational courses in the county. The study concludes that funds allocated for implementation of vocational training centers projects are not reliable and are not sufficient. The study also concludes that that there is delay in financing implementation of vocational training centers projects in county governments. The study also noted that respondents are dissatisfied with resources allocation on the implementation of vocational training centers projects.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Education being a service industry offers to prepare individuals in various capacities and areas of operations for effective execution of tasks. It is the process by which specialized knowledge, skills and desirable attitudes are instilled in the learners to enable them face the threatening challenges in life. In developing countries tendency of promoting academic learning and disregarding youth vocational training centers that offers more immediate practical application of knowledge, a reality that has made youth vocational training centers unpopular (Lampard, 2013).

In Japan, according to Melin (2012), a specialist in youth vocational training centers in Japan, youth empowerment centers are crucial in skills transfer to the learners for realization of the goals of economic prosperity. He observes further that governments and other education stakeholder must provide more resources to fully develop these institutions, train enough personnel to offer attractive training packages, equip these institutions with modern technological equipment to make them learner friendly and engage in extensive awareness campaigns to change the culture of associating youth vocational training centers with academic failures.

With its focus on the role of youth vocational training centers in creation of job opportunities to the youths out of schools in China, Sanjwuh (2010) opines that young people generally associate with trendy issues and learning institutions are selected on the basis of availability of more appealing modern technology. She recommends that much more funding be availed to youth vocational training centers to cater for additional facilities, train personnel in modern skills and a change in the attitude towards programmes be promoted to make these institutions learner friendly.

In India, Gujat (2011), Looking at the growth dimensions of youth vocational institutions with the India's Consortium of Educational Professionals (ICEP), indicates that youth vocational training centers are resources demanding in order to secure the necessary equipment to support learning. He further notes that people's negative attitudes towards these centers must be changed so as to view these institutions as important in skills acquisition.

Giving an account of his experience in the implementation of educational infrastructure projects in youth vocational training centers in Maputo Zambia most of the projects consumed a lot of funds, yet they still remained unattractive to learners as they were associated with old order learning. He continues to observe that many of these institutions were comprised of people with less modern and competitive skills that often hardly avail themselves to the learners regularly (Palmore 2013).

Nonolo,(2012) while working as an educational consultant in charge of the UNICEFs youth vocational training centers for poverty eradication in Benin, indicates that youth vocational training centers offers skills that are in their immediate use in addressing poverty issues, but this sector has not attracted the necessary attention in Benin. More funds should be allocated to obtain the required facilities, training of personnel be done continually to keep abreast with the ever-changing technological world and a general change of culture be done through awareness campaigns to make these institutions popular with the youths (Nonolo, 2012).

In Ghana, youth vocational training centers had not been developed as a result of inadequate funding by the government, presence of poorly trained tutors and the general negative perception that vocational institutions were meant for academically challenged (Okofore, 2011). In Rwanda, the country's reconstruction vocational projects were initiated by empowering the youths out of schools through training and adequate resource mobilization, supported by the United Nations (Jalie ,2013). Having been greatly devastated by the genocide, the country supplemented the efforts of the international community by embarking on intensive youth empowerment initiatives through vocational skills development approach, in which funds were massively channeled to cater for the expansion of more chances to accommodate the rising demand for youth vocational training centers.

According to Loboeye (2014), the principal secretary in charge of youth vocational training centers in Uganda, development of youth vocational training centers was adopted as skills requirements was considered critical to job creation in the informal sector. In order to achieve this goal, the government partnered with JICA to mobilize for funds to equip these institutions, train the personnel and create awareness among the youths to view skills acquisition as crucial to active participation in the economic development.

As a result of the domestication of the MDGs into Kenya Vision 2030, youth vocational training centers institutions are currently being considered a vital component in achieving the economic, social and political development of the country. However, these institutions remain poorly equipped due to insufficient attention in terms of funds allocation, personnel deployment and general low opinion attached to them (Lwanga, 2014).

The status of youth vocational training centers in Isiolo County is in poor conditions that could only work to scare learners due to neglect. He noted that young people could hardly identify with institutions that did not offer attractive learning environments, and this was the greatest reason that most of these centers of vocational learning remained abandoned (Ole Legei, 2015).

Moningka, (2010), asserts that most of the projects consumed a lot of funds, yet they still remained unattractive to learners as they were associated with old order learning. He continues to observe that many of these institutions were comprised of people with less modern and competitive skills that often hardly avail themselves to the learners regularly (Palmore 2013).

Activation is the way toward framing, communities, and organizations for the quest for aggregate objectives. Stinchcombe (2010) Organizations don't develop suddenly yet require the assembly of assets. In present day industrialist society, these assets are free streaming and are less demanding to assemble than in the more customary social orders. There are different asset needs in beginning an association, that is innovation, work, capital, hierarchical structure, societal help, authenticity and so on the correct blend of these assets are not generally accessible. Stinchcombe (2010) sets that authoritative advancement appears to happen in spurts took after by long stretches of solidness.

Many examinations and examinations point absence of abilities and low level of training as a factor that trade off the accomplishment of community ventures. In people community Based Disaster Management extends, the requirement for community preparing as per the destinations of the venture is recognized among the key elements for upgrading maintainability (Pandey and Okazaki, 2005). Pandey and Okazaki (2005) additionally demonstrate that community based activity designs and preparing enhance community problem solving abilities.

According to Gordon et al., (2010), most of government projects are politically influenced and this influences their implementation. Expenditure items in county governments are normally divided according to departments and the various activities undertaken within each department. Governments have been accused of incurring expenditures in ways that bear little relationship to their ability to raise the revenues required to finance the expenditure commitment and fail to result in improved or expanded service delivery which is influenced politically.

## **1.2 Statement of the Problem**

Despite the rationale for the introduction of vocational education and other technical training institutes by the Ministry of education, county governments have taken the initiative to ensure they support the ministry of education by establishing vocational education and other technical training institutes in their counties. These vocational education and other technical training institutes are meant to help many primary school leavers who may not have the opportunity to attend secondary schools. With its focus on the role of youth vocational training centers in creation of job opportunities to the youths out of schools in China, Sanjwuh (2010) opines that young people generally associate with trendy issues and learning institutions are selected on the basis of availability of more appealing modern technology.

In this light the Isiolo County government committed to start youth vocational training centers in every constituency in order to cater for the needs of their diverse communities whose majority do not attend secondary schools (Isiolo County Government, 2014). Additionally, status of the development of existing youth vocational training institutions are in their worst conditions, enrolment of learners was generally low, infrastructure dilapidated and equipment old and in disuse state and no indication that new ones had ever been put up. However, since 2013 the county government has done very little on youth vocational training centers and this shows that vocational centers have suffered neglect for far too long, and there was need to urgently address this anomaly to ensure that the youths out of schools are given opportunity to engage in income generating activities, as formal employment had become scarce and highly competitive in the pastoralist community. It is from this information that the study wants to establish the factors influencing implementation of youth vocational training centers projects by county governments in Kenya



### **1.3 Purpose of the Study**

The purpose of this study was to establish the factors influencing implementation of youth vocational training centers projects by county governments in Kenya.

### **1.4 Specific Objectives**

1. To determine how community involvement influences the implementation of youth vocational training centers projects in Isiolo County.
2. To assess how financial resources, influence the implementation of youth vocational training centers projects in Isiolo County.
3. To examine how training influence the implementation of youth vocational training centers projects in Isiolo County.
4. To assess how political factors, influence the implementation of youth vocational training centers projects in Isiolo County.

### **1.7 Delimitation of the Study**

The study focused on factors influencing implementation of youth vocational training centers projects by county governments in Kenya, a case of Isiolo County government. The study involved all the key decision makers and management employees of County governments who included County Ministers, County Directors and Members of County Assembly.

### **1.5 Research Questions**

1. How does community involvement influence the implementation of youth vocational training centers projects in Isiolo County?
2. To what extent do financial resources influence the implementation of youth vocational training centers projects in Isiolo County?
3. How does training influence the implementation of youth vocational training centers projects in Isiolo County?
4. To what extent do political factors influence the implementation of youth vocational training centers projects in Isiolo County?

### **1.6 Significance of the Study**

The study finding is of great significance to key educational stakeholders in the youth vocational training centers in Isiolo County. On this account, the study seeks to offer

insights into superior practices to be adopted in order to develop youth vocational training centers and other educational institutions in the county. Besides being helpful to county government, the study will also be significant to the national government in formulating policies that would be favorable to the development of youth vocational training centers to provide useful skills to the youths out of school so as to engage in other informal undertakings to boost their earnings for responsible citizenship. Moreover, the study may also benefit other development partners working in educational sector, especially youth vocational training centers and manpower development, the ministry of labor, trade and industries, Non-Governmental Organizations (NGOs) and other donors to adopt suitable measures for developing youth vocational training centers that would provide sustainable skills development for gainful economic endeavors.

### **1.8 Limitations of the Study**

The study was limited by unwillingness of some respondents in giving information as a consequence of unexplained fear, while others may also have chosen to give false information deliberately. However, these limitations were overcome by informing the respondents of the significance of the study, and informing them that the study was purely academic, as well as disclosing statement of confidentiality between the researcher and the respondents that information obtained would be treated with utmost confidentiality.

### **1.9 Assumptions of the Study**

The study was based on the basic assumptions that youth vocational training centers, like any other ventures initiates strategies for growth and development and that the sample which was used reflects the major characteristics of the target population. It was also assumed that respondents willingly gave information honestly and objectively and that the data collection instruments were valid and reliable in taking the desired measures.

### **1.10 Organization of the Study**

This study was organized into five chapters, with chapter one featuring background of the study, statement of the problem, purpose of the study and objectives of the study. It also presents the research questions of the study, significance of the study, limitations of the study as well as basic assumptions of the study. In chapter two, a detailed review of

literature on other studies that relate to development of youth vocational training centers was highlighted. This chapter also captured the theoretical framework and the conceptual framework of the study. Chapter Three presents the research methodology which was used in the study. The methodological aspects included research design, target population, sample size and sample selection. Chapter Four highlighted the data analysis, interpretation, presentation and discussion, while Chapter Five captured the summary of findings, conclusions and recommendations.

### **1.11 Definition of Significant Terms**

**Community Involvement:** This refers to the support which community is required to offer for the achievement of defined objectives of the youth vocational training centers projects implementation.

**Financial Resources:** This refers to monetary resources, funds and especially those that are used by county government in the implementation of youth vocational training centers projects.

**Training:** This refers to the skills, competencies and facilities necessary to enable a youth vocational training centers projects achieve its objectives.

**Political factors:** This refers to the political influence on the implementation of youth vocational training centers projects initiated by county government.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers other related works by different scholars, assessed so as to give theoretical and empirical foundation to the study.

#### **2.2 Community Involvement and implementation of vocational centers projects.**

Moningka (2010) indicates that community participation is a process by which community members are involved at different stages and degrees of intensity in the project cycle with the objective to build the capacity of the community to maintain services created during the project after the facilitating organizations have left. Community participation throughout the whole project, thus from project design and implementation to evaluation, ensures the reflection of community priorities and needs in the activities of the project and motivates communities into maintaining and operating project activities after the project is completed.

Capra (2009) carried out a research where he noted that participation is essential for establishment of community cohesiveness. It enables members to live together, share common norms, values, fears, and challenges as well as embrace the principle of partnership with the dynamic of change and development which bring about democracy and personal empowerment, build the tendency to associate, establish link, live inside each other and cooperate.

Mulwa (2008) found out that an organization that lacks commonness and diversity of interests and vision is likely to challenge attainment of the objective, while limited awareness will affect the quality of project completion. Absence of comprehension of thoughts like group, cooperation and social capital can darken contrasts that basically impact results. Such contrasts may emerge from various sources. They might be driven by neighborhood structures of energy, specialist and sexual orientation, by social partitions in view of rank, race or ethnic characters, by differential interests in the arrangement of specific open merchandise or benefits or by differential assets because of financial disparity. Mosse (2011) did an examination on a few participatory ventures and discovered that even in ventures which had an abnormal state of cooperation, with group contribution

being regularly a develop of the arranging setting and hid the basic governmental issues of learning generation and utilize.

Chambers (2012) alludes to investment as a group of methodologies and techniques to empower country individuals to share, upgrade, and investigate their insight into life and conditions, to plan and act. Knife (2009) highlights participatory methodologies as methods for building cooperative energy, proprietorship and improvement of manageability. Participatory approach has been scrutinized on the premise that no single examination (to set up) a causal connection between any result of a venture and its participatory components. They have likewise blamed the individualization of the idea of activity and the depolarization of strengthening.

Balwanz (2012), contends that there is a significant, and unique, hypothetical writing on aggregate activity and coordination by financial experts, sociologists and anthropologists which inspects the connection amongst heterogeneity and the limit with respect to aggregate activity. This writing has distinguished various requirements to aggregate activity and has additionally demonstrated the sorts of conditions in which coordination issues are probably going to be pretty much risky. Members of the community through youth training centers address issues that directly affect them in an effort to curb situations of interest to them. If the community is therefore not involved at the various project levels, chances of it not owning the project may render its operational capacity unattainable.

### **2.3 Financial Resources and implementation of vocational centers projects.**

Magano (2008) discovered that subsidizing is the component that could decidedly add to the accomplishment of the venture and demonstrated that the budgetary need of the venture ought to be reflected in both the arranging and execution proposition. In measuring the achievement and disappointment of neediness easing ventures, accessibility of venture subsidizing uncommonly concentrating on contrasting the measure of cash required with begin the venture with that got ought to be viewed as (Tshitangoni, Okorie and Francis, 2010). The accessibility of nonstop financing, straightforwardness and dedication of individuals from administration are additionally viewed as progress elements of destitution easing ventures (PAPs). Tshitangoni (2010) opines that absence of fundamental business practices, for example, record keeping and poor business records

affected contrarily to neediness lightening ventures and came about because of absence of preparing on business administration abilities.

An examination by Duggan (2009) discovered that keeping in mind the end goal to amplify productivity and rate of return, extend supervisors require a working learning of fundamental back bookkeeping ideas like money saving advantage investigation, planning, make back the initial investment investigation and determining. Meredith and Mantel (2011) distinguished the monetary components that may affect decidedly as well as contrarily on ventures: benefit, net present estimation of the speculation; affect on money streams; money necessities; time until equal the initial investment; size of the venture required; affect on regular and repeating changes; cost of getting frameworks up to speed and level of budgetary dangers.

World Bank (2010) showed that money related administration unites arranging, planning, bookkeeping, monetary revealing, inner control, inspecting, obtainment, payment and the physical execution of the venture with the point of overseeing venture assets appropriately and accomplishing the advancement destinations. Ravhura (2010) demonstrates that it is basic that community advancement ventures (CDPs) begin with back and shows that adolescent preparing focuses ventures at Mutale Municipality utilized assets for different reason without the arrangement. Ravhura (2010) additionally demonstrates that the monetary arrangement would help with dispensing with the irregular utilization of venture cash, which adds to the botch of assets.

It is imperative to build up conventions for the dispensing of assets, acquisition, budgetary administration and straightforwardness of the advancement of youth preparing focuses (Haider, 2009). Haider additionally demonstrates that budgetary administration preparing is required in spite of the fact that endeavors ought to be made to rearrange accounting. The abuse of assets is a hazard when budgetary administration duties are exchanged to nearby communities that endure feeble limit and preparing ought to be done close by strategies to guarantee straightforwardness which incorporate the utilization of various neighborhood signatories for receipt of assets and acquirement, the upkeep of money related records and in addition community to and standard examinations of these records (Haider, 2009).

The World Bank (2011) distinguishes that budgetary administration is a basic element of venture achievement and that sound venture money related administration gives basic data required by the individuals who oversee, execute and administer ventures, including government oversight organizations and financing foundations; the solace required by the borrower nation, loan specialist and contributor community that assets have been utilized proficiently and for the reason planned and an impediment to misrepresentation and debasement, since it gives inner control and the capacity to rapidly recognize strange events and deviations.

Postponements in installments make issues for program administration and can bring about dissatisfaction, thwarted expectation and loss of help to recipients and deficient financing will have more prominent negative effect (Nganga, 2010). The creation and upkeep of record is vital to the operation of the administration framework and there is a verifiable suspicion that records are being made and are accessible to help each phase of the administration cycle. It was additionally shown that records must be safeguarded and ordered for simple get to on the grounds that they give the paper trail on which the bookkeeping framework is based and record must be made for each budgetary exchange (Nganga, 2010).

Audu et.al (2013), notes that the raising support systems for the tasks in Kenya have fluctuated from carousels, small scale credit and reserve funds plans, consultancy, serves, pomp and exceptional occasions, harambees and blessing store. there are others like general society, private division associations, the corporate social duty and the administration subsidizing, either through an organization or straightforwardly and in addition contributor bolster. Diverse wellsprings of assets, depending with the PMCs procedure, will impact specifically or in a roundabout way, the usage of the adolescent preparing focuses because of the conditions that run with them and additionally the volume every technique is probably going to gain. Undertakings require subsidizing and it is however vital to call attention to that because of poor reserve administration most tasks neglect to meet their spending imperatives and wind up inadequate and of little incentive to community that initiated them.

## **2.4 Training and implementation of vocational centers projects.**

In Thailand, the Asian Center for Tourism Planning and Poverty Reduction (2008) set up a limit building program on community based tourism extend with the point of improving information and comprehension of neighborhood communities in creating community based tourism extends through sorting out instructional classes for the nearby community. One of the yields from preparing, notwithstanding learning and state of mind changes, is that the community has an opportunity to do a SWOT examination and get included in setting a community vision, heading and plan (Asian Center for Tourism and Poverty Reduction, 2008).

A study done by Tshitangoni (2010) discovered that 27% of venture individuals don't have any formal instruction which is basic in guaranteeing venture supportability in light of the fact that informed individuals may effortlessly handle and actualize aptitudes that they get amid preparing. The people group improvement bolster extend built up in Kayes and Koulikoro had as one of its destinations tending to abnormal state of lack of education influencing mostly ladies (Nzau-Muteta et al, 2005). Preparing is imperative in community advancement and incorporates activities intended to enhance the aptitudes, information and capabilities of the venture community. For instance, general administration expertise is essential for community advancement (Knipe, 2010).

According to Miller, (2010), in the United States of America, the new Indian Education Center was set up to give facilitator initiative preparing to the Native American people community in the field-based mode, with the ability to interface existing administration conveyance frameworks to coming about praiseworthy nearby undertakings to give specialized help. The points of the Center were to give authority advancement, to give preparing to community individuals, to give specialized help to nearby groups and to give data and dispersal administrations. The primary concentration was to build up the limit of community and the production of business.

Knowledge and skills are paramount in running of youth training centers. Very minimal results will be achieved if projects are not run systematically and necessary skills applied in maximizing output. Project leaders and members require trainings to enable them understand issues at the level of commonness and proven result oriented procedures. Despite this finding, the cited study did not examine whether the teachers' professional qualifications influenced the implementation of Technical and Vocational curriculum in



Technical Colleges in Nigeria. Thus, the influence of teacher's professional qualification on the implementation of Artisan and Craft curriculum in community colleges in Nairobi, region was investigated in the current study.

On the contrary, an analysis of the qualifications of the teaching staff in a case study on private TVET in Zambia conducted by UNESCO (2003) found that private TVET institutions faced a shortage of qualified lecturers. The survey showed that out of 159 teaching staff, only 36 % had a teaching certificate. This implied that a large proportion of the teachers were not qualified to teach TVET courses thereby posing a major challenge to the effective implementation of the TVET curriculum in the country. In the Kenyan context, Ferej, Kitainge and Ooko (2012) established that majority of the TVET teachers in Kenya possessed Diploma certificate and degree (37% and 33% respectively), about 20 % and 10 % held a certificate and a Masters degree respectively as their highest qualifications. This finding showed that TVET teachers had the requisite minimum qualifications to teach in TVET programs.

Farstad (2012) and Koech (2009) indicated that in Kenya TVETs have a major constraint of lack of qualified instructors that prohibit the effective implementation projects. This finding corroborates Sharma's (2008) and Fietz, Reglin and Mouillour's (2009) studies that showed that TVET teachers are inadequately prepared to discharge the task of curriculum implementation. Given that the TVET policy prescribes that for quality education and training, TVET courses should be taught by trained teachers, the current study sought to establish whether the Artisan and Craft teachers in community colleges had the minimum requisite qualifications to teach Artisan and Craft courses.

Mupinga, Busby and Ngatiah (2009) did a study on community participation and noted that throughout the whole project, thus from project design and implementation to evaluation, ensures the reflection of community priorities and needs in the activities of the project and motivates communities into maintaining and operating project activities after the project is completed. Thus, this study sought to unearth the proportion of qualified Artisan and Craft teachers in community colleges and find out whether this adequacy affected Artisan and Craft curriculum implementation.

## **2.5 Political Factors and implementation of vocational centers projects.**

The Local Authority Transfer Fund necessities for distribution of data is building neighborhood responsibility: national production in the press of province designations and allotment recipe, nearby distributing of accessible assets as a major aspect of the area governments process and neighborhood distributing of both the arranged and real utilization of assets (IEA 2013).

Its prominent that the procedure which government get assets to execute ventures is political through illuminating nationals of the assets accessible and including them in prioritization of uses, assembles neighborhood responsibility for genuine asset use, since the individuals who have taken an interest can be required to request to recognize what really happened to the cash (Bozzo 2010). Government likewise requires, as a condition for part of the exchange to deliver modified works of records for examining. Before this was presented, scarcely any County governments were creating accounts; now, because of area conditions, all County government are delivering edited compositions of records and submitting them to the Controller and Auditor-General. Be that as it may, it stays to be seen whether there is the limit with regards to these records to be appropriately inspected (IEA 2011). Budgetary control is the process by which performance is evaluated and adjusted to help ensure the realization of pre-determines targets. This process is facilitated by monthly, quarterly or other short interval reports from each departmental head and the treasurer in not politically influenced. These reports should indicate how closely actual performance matches budgetary projections and it should evaluate deviations and their causes as a basis for developing corrective action programs. Is such efforts are to succeed; the reports must be prepared immediately after the end of the reporting period. This process is therefore dependent on the prompt recording of financial transactions and the maintenance of up-to-date accounts. The treasurer in collaboration with the departmental heads is required to report and explain to the appropriate standing committee any variances (Pandey 2009).

Ramanathan (2011) argues that there are factors which are beyond an elected leader, for instance cost may increase or revenues may fall unexpectedly. If a Council learns that its original budget estimates are no longer tenable, it has to revise them and come up with a supplementary budget. It is important to remember that the budget is only as good as the local manager using it. If the manager ignores the budget, then it serves no useful purpose in improving the performance of a local authority in meeting the needs of its constituents.

Basel, Williams & Klak (2011) unearthed that for government projects to succeed, there is need to have political support. They noted that In developing countries tendency of promoting academic learning and disregarding youth vocational training centers that offers more immediate practical application of knowledge, a reality that has made youth vocational training centers unpopular (Lampard, 2013). governments and other education stakeholder must provide more resources to fully develop these institutions, train enough personnel to offer attractive training packages, equip these institutions with modern technological equipment to make them learner friendly and engage in extensive awareness campaigns to change the culture of associating youth vocational training centers with academic failures.

## **2.6 Theoretical Review**

### **2.6.1 Capital Theory of School Effectiveness and Improvement**

The capital theory of school effectiveness and improvement, postulated by Hargreaves (2001), is built around four key concepts: outcomes, leverage, intellectual capital (human capital) and social capital, which in effect determines the quality of education offered in learning institutions.

Hargreaves defines outcomes as the extent to which a school's goals are achieved and any unintended consequences of the processes involved. These outcomes, he contends, can be cognitive (intellectual) and moral. The cognitive outcomes (intellectual excellences) include science, art and practical wisdom while the moral outcomes (moral excellences) include courage, justice and self-control. Thus, in the theory, the principal outcomes of schooling, both intended and unintended, are assumed to refer to the quality of the intellectual and moral life of students.

Leverage, which is manifested through evidence-based practice and innovation, refers to the quality and quantity of effected change on students' intellectual and moral state as a function of the level of teachers invested energy. This yields four possible relationships: (i) Teachers often put considerable effort into making changes with relatively little impact on students, so teachers become frustrated and exhausted; (ii) A high teacher input produces a high level of positive change, but the improvement lasts a short while since the teacher's high input cannot be sustained for long; (iii) A low teacher input yielding a low output may be a rational response of teachers to mandated change of which teachers

disapprove; and (iv) High leverage, the desirable relation between input and output, leads to a large impact on effectiveness or improvement from relatively low levels of teacher effort. He further posits that teachers in effective schools share and regularly apply combinations of high leverage strategies and avoid low leverage strategies by working smarter, not harder (Hargreaves, 2001).

Finally, the theory conceptualizes social capital in terms of its cultural and structural components. Cultural dimension of social capital implies the level of trust between people and the generation of norms of reciprocity and collaboration whereas structural dimension entails the networks or linkages in which people are embedded by strong ties.

Consequently, the theory argues that the leader of an effective or improving school or college: (i) is committed to achieving high levels of intellectual and moral excellences in students as main institutional outcomes; (ii) is able to achieve commitment to such outcomes in the school community; and (iii) knows how to mobilize the community's intellectual and social capital and apply the principle of high leverage to those ends (Hargreaves, 2001). The theorist contends that high social capital calls for high levels of trust among the stakeholders, that is, between head teacher and staff, among the teachers, between teachers and students, between teachers and parents, and among the students.

Therefore, strong networks with norms of reciprocity and mutuality become necessary. In these circumstances, people readily share their knowledge, both intellectual and moral. For instance, teachers share their knowledge of what works professionally in classrooms and students collaborate on schoolwork. Thus, social capital becomes imperative to ensuring that teachers share and create professional knowledge with the learners. Again, emphasis is laid on networking among teachers through sharing pedagogic knowledge and skills gained through research or personal experience. Thus, investing in social capital of teachers is considered a critical element in enhancing student achievement.

Another key emphasis of the theory is teacher effectiveness. Hargreaves maintains that high leverage can be achieved only by developing strong combinations of teachers' classroom practices and enhancing the participation of teachers in school-based professional development groups. School-based professional development, he contends, necessitates the mentoring of teachers and provides them an opportunity to develop and test new teaching strategies. Thus, high social capital is realized if mentoring becomes part of teachers' social learning and collaboration is adopted in resolving professional

problems that may arise. He advances the view that teacher effectiveness results in knowledge transfer, knowledge creation and innovation all of which contribute to high leverage strategies of teaching thereby ensuring high cognitive outcomes.

### **2.6.2 Stakeholder Theory**

Stakeholder Theory has been explained in various routes, however in each of these ways stakeholders refers to a more extensive voting public for corporate duty than investors. This process is facilitated by monthly, quarterly or other short interval reports from each departmental head and the treasurer in not politically influenced. These reports should indicate how closely actual performance matches budgetary projections and it should evaluate deviations and their causes as a basis for developing corrective action programs. Is such efforts are to succeed; the reports must be prepared immediately after the end of the reporting period. This process is therefore dependent on the prompt recording of financial transactions and the maintenance of up-to-date accounts. The treasurer in collaboration with the departmental heads is required to report and explain to the appropriate standing committee any variances (Pandey 2009).

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there are others like general society, private division associations, the corporate social duty and the administration subsidizing, either through an organization or straightforwardly and in addition contributor bolster. Diverse wellsprings of assets, depending with the PMCs procedure, will impact specifically or in a roundabout way, the usage of the adolescent

preparing focuses because of the conditions that run with them and additionally the volume every technique is probably going to gain. Undertakings require subsidizing and it is however vital to call attention to that because of poor reserve administration most tasks neglect to meet their spending imperatives and wind up inadequate and of little incentive to community that initiated them.

Once more, the stand out from Friedman's view ought to be obvious: if the corporate administrator looks just to expand investor riches, other corporate bodies electorate (stakeholders) can without much of a stretch be neglected. In a regulating sense, Stakeholder Theory firmly proposes that neglecting these different stakeholder is (a) hasty or rash as well as (b) morally unjustified. To this degree, Stakeholder Theory takes an interest in a more extensive open deliberation about business and morals: will a moral organization be more productive over the long haul than an organization that looks just to "the primary concern" in any given quarter or year? The individuals who assert that corporate supervisors are impulsive or imprudent in disregarding different non-investor bodies electorate would reply "yes." Others would guarantee that neglecting these different bodies electorate is not morally supported, paying little heed to either the here and now or long haul comes about for the partnership.

## 2.7 Conceptual Framework

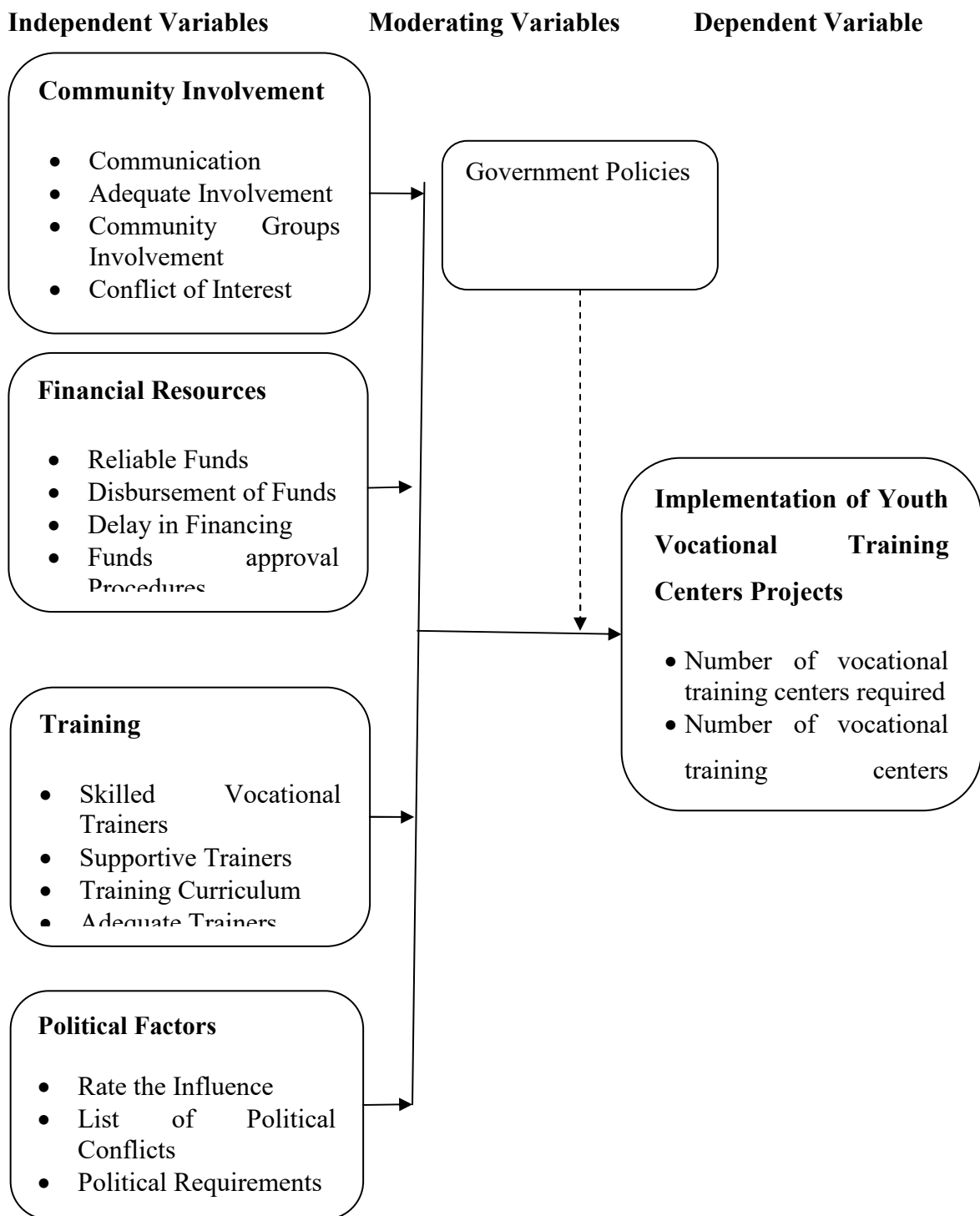


Figure 1: Conceptual Framework

### **2.7.1 Explanation of variable**

**Community Involvement;** this refers to the support which community is required to offer to the county projects, a better coordination of the activities and in accordance with certain policies and achievement of defined objectives of the youth vocational training centers projects implementation.

**Financial Resources** - this refers to monetary resources, funds and especially those that are used by county government in the implementation of youth vocational training centers projects.

**Training;** This refers to the skills, competencies and facilities necessary to enable youth vocational training centers projects achieve their objectives.

**Political factors;** this refers to the political influence on the implementation of youth vocational training centers projects initiated by county government. Politics in the County government plays a role in deciding what is to be done with the money actually available. Since most of the available resources are committed by approval of County assembly.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter introduced and described the research design and methodology which was used to carry out the study. It outlines the sampling design techniques that were used to select the sample of study. It also describes the data collection procedures and the tools that were used in obtaining data, the process of data analysis, the study design and the target population.

#### 3.2 Research Design

This study adopted a descriptive research design which is concerned with describing the characteristics of a particular individual, or groups (Kothari 2010). The chosen method is fit for the study as it allows for accurate data collection and thus guaranteeing viability of the research.

#### 3.3 Target Population

In choosing the members who were to participate, the researcher focused on the management and heads of sections in the county government. This is because they are the major players in the day-to-day operations in the implementation of the vocational training centers projects in Isiolo County. There are 50 management employees of Isiolo county government and these are the study respondent's.

**Table 3.1 Target Population**

<b>Category</b>	<b>Frequency</b>
County Ministers	10
Chief Officers	10
County Directors	15
MCA	15
Total	50

**Source; (Isiolo County Government 2017)**

### **3.4 Sample Design and Sample Size**

As defined by Kothari (2010), 10- 30% is a suitable representation for a study as it shows the entire population as a sample. The study used a consensus design to come up with the sample for the study. The method was suitable since the respondents were within reach as they came from the same county. Consensus allows for accurate and all inclusive coverage of the population thus making the population well covered.

### **3.5 Research Instruments and Data Collection Procedures**

Data was collected through questionnaires. The questionnaire had both open ended and closed ended questions. The questions were simple, logical and straight forward with directions for the respondents so that they did not feel any difficulty in answering the questions. The method was inexpensive, free from bias of the interviewer and the respondents are given adequate time to give well thought out answers that would be more dependable and reliable. The researcher personally collected the data. This was useful in administering the questionnaires to the sampled population since it ensured that respondents are reached without any external influences. The questionnaires were collected back after 2 days.

### **3.6 Reliability of the Research Instrument**

The term reliability denotes the usefulness of a research instruments in gathering data. It also notes that an instrument should not be bias and also provide untrue information. Lewis (2008) notes that reliability refers to an error-free and non-biased method that allows for accurate data collection. According to Kothari (2010), a correlation coefficient of 0.7 is desirable for newly developed questionnaires.

### **3.7 Validity of the Research Instrument**

Validity of the instruments refers to the degree to which the tools used to measure what was intended to be measured. In this study, the questionnaires were piloted to enhance their correctness and consistency. The pilot study was conducted in Meru county government headquarters in Meru town using management teams. Information obtained from the pilot study was used to adjust the questionnaire.

### **3.8 Data Analysis and Presentation**

Data analysis process included data sorting, editing, coding, or variable generation, data entry, cleaning, processing and interpretation of results. The SPSS tool was used by the researcher to analyze data. Descriptive statistic which includes frequencies and percentages were used. Quantitative data was presented using tables while qualitative data was presented in narrative form.

### **3.9 Ethical Issues**

In this study, the researcher sought authority from the County Secretary. Before completing the questionnaire, the respondents were explained the purpose of the research and requested to participate in the study. Only those who gave their consent were included in the actual data collection. There was a cover letter to accompany the questionnaires requesting cooperation from the respondents, a statement of confidentiality indicating that the study was purely for academic purposes.

**Table 3.2: Operationalization of variables**

<b>Objectives</b>	<b>Variable</b>	<b>Type of variable</b>	<b>Measuring of Indicators</b>	<b>Scale</b>	<b>Tools of analysis</b>	<b>Type of analysis</b>
To determine how community involvement, influence the implementation of youth vocational training centers projects in Isiolo County.	Community Involvement	Independent	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Adequate Involvement</li> <li>• Community Groups Involvement</li> <li>• Conflict Of Interest</li> </ul>	Interval Ordinal	Questionnaire	Descriptive statistics Percentages Frequencies
To assess how financial resources, influence the implementation of youth vocational training centers projects in Isiolo County.	Financial Resources	Independent	<ul style="list-style-type: none"> <li>• Reliable Funds</li> <li>• Disbursement of Funds</li> <li>• Delay in Financing</li> <li>• Funds approval Procedures</li> </ul>	Interval Ordinal	Questionnaire	Descriptive statistics Percentages Frequencies
To examine how training influence the implementation of youth vocational training centers projects in Isiolo	Training	Independent	<ul style="list-style-type: none"> <li>• Skilled Vocational Trainers</li> <li>• Supportive Trainers</li> <li>• Training Curriculum</li> </ul>	Interval Ordinal	Questionnaire	Descriptive statistics Percentages Frequencies

County.							
To assess how political factors, influence the implementation of youth vocational training centers projects in Isiolo County	Political Factors	Independent	<ul style="list-style-type: none"> <li>• Adequate Trainers</li> <li>• Rate the Influence</li> <li>• List Political Conflicts</li> <li>• Political Requirements</li> </ul>	Ordinal Interval	Questionnaire	Descriptive statistics Percentages Frequencies	
	Implementation Of Youth Vocational Training Centers Projects	Dependent	<ul style="list-style-type: none"> <li>• No. of vocational training centers Required</li> <li>• No. of vocational training centers Implemented</li> </ul>	Interval Ordinal	Questionnaire	Descriptive statistics Percentages Frequencies	

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents analysis, presentation and interpretation of the findings as per the research variables. The findings answered the research questions and were analyzed according to the objectives of the study.

#### 4.2 Response Rate

**Table 4.1: Response Rate**

<b>Response Rate</b>	<b>Frequency</b>	<b>Percent</b>
Questionnaire Issued	50	100
<b>Questionnaire Returned</b>	<b>46</b>	<b>92</b>

Table 4.1 provides the response rate. The researcher issued 50 questionnaires to the respondents. Only 46 questionnaires were returned which accounted for 92% return rate. However, the response rate is considered adequate given the recommendations as per Saunders, Lewis and Thornhill (2007) who indicated that a 30-40% response is adequate. Based on these assertions, this implies that the response rate for this study was adequate. The recorded high response rate can be attributed to the data collection procedures, where the researcher pre-notified the respondents of the intended study, utilized a self-administered questionnaire where the respondents completed and these were picked shortly after and made follow up calls to clarify queries as well as prompt the respondents to fill the questionnaires.

### 4.3 Demographic Data

**Table 4.2 Respondents Age**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
31-35 years	4	11.7
36-40 years	10	21.3
41-45 years	23	48.9
46-50 years	3	7.4
Over 51	5	10.6
<b>Total</b>	<b>46</b>	<b>100.0</b>

Table 4.2 indicates that majority 48.9% of the respondents were of age category 41-45 years, 21.3% of the respondents were between 36-40 years, 11.7% were between 31-35 years, 10.6 % were of the age above 51 years while 7.4% were of between 46-50 years. This shows that most of the management employees in County government are not within the youth bracket (young people).

### 4.4 Respondents Level of Education

Table 4.3 shows the response on level of education of the respondents. The respondent's level of education was considered to be significant for the study as it would help to establish the literacy levels of the respondents that would influence managerial decision making in regard to implementation of vocational training centers projects in county governments. Respondents were therefore asked to indicate their highest level of education. This was presented in the Table 4.4 below.

**Table 4.3 Respondents Level of Education**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	6	13.8
Degree	28	60.6
Masters & Above	7	16.0
Other Professional courses	5	9.6
<b>Total</b>	<b>46</b>	<b>100.0</b>

Table 4.3 indicates that majority 60.6% of the respondents had a bachelor’s degree while 13.8% of the respondents had diploma education. Only 16% of the respondents had masters’ degree. This shows that management staff at the County government is well versed with management skills which could be used in the implementation of youth vocational training centers projects.

#### **4.5 Years worked in the County government by the Respondents**

The respondents were asked to indicate the number of years they have worked in the County government. Working experience with County government was significant for the study as it would help to establish how work experience of the respondents would help them influence decision making in regard to implementation of youth vocational training centers projects in the County government.

**Table 4.4 Years worked in the County government by the Respondents**

Response	Frequency	Percent
Below 5 Months	3	6.4
5-10 Months	13	28.7
1-2 years	26	56.4
Over 3 years	4	8.5
<b>Total</b>	<b>46</b>	<b>100.0</b>

Table 4.4 shows that majority of the respondents 56.4% had worked for 1-2 years in the County government. It was also found that 28.7% had also worked for 5-10 months while only 6.4% of the respondents had worked for a period below 5 months. This shows that the management staff of County government comprised of people who were quite experienced and this experience should be used to enhance implementation of youth vocational training centers projects in the County government.

#### **4.6 Community Involvement**

The study wanted to establish whether there is community involvement in the implementation of youth vocational training centers.



#### **4.6.1 Communication between County Government and Community Beneficiaries**

The study tried to establish whether there is communication between the county government and the community who benefits from these projects. Their responses are presented in Table 4.5

**Table 4.5 Communication between County Government and Community Beneficiaries**

Responses	Frequency	Percent
Agree	6	12.7
Neutral	0	0
Disagree	40	87.3
Total	46	100.0

Table 4.5 depicts that from majority of the respondent's 87.3% disagreed that there is communication between the county government and the community beneficiaries while 12.7% argued that there is communication between the county government and the community beneficiaries. From majority of the responses, this shows that there is no communication between the county government and the community beneficiaries.

#### **4.6.2 Influence of Conflict between ministry of education and county government on implementation of vocational centers projects.**

The study wanted to establish whether there was conflict between ministry of education as partners and county government on project implementation. Their responses are presented in table 4.6

**Table 4.6 Influence of Conflict between ministry of education and county government on implementation of vocational centers projects.**

Responses	Frequency	Percent
Disagree	18	39.8
Neutral	2	3.0
Agree	26	57.2
Total	46	100.0

Analysis on Table 4.6 shows that majority of the respondent's 57.2% agreed that there is conflict between ministry of education and county government while 39.8% of the respondents disagreed that there is a conflict between ministry of education and county government. However, 3% were not aware of any issues. This shows from the majority responses that there is conflict between ministry of education and county government.

#### **4.6.3 Community groups interests on implementation of vocational training centers projects.**

The study wanted to establish whether there are different community groups with different interests on implementation of vocational training centers. Their responses were as shown in table 4.7.

**Table 4.7 Community groups interests on implementation of vocational training centers projects.**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Agree	30	65.4
Neutral	5	10.3
Disagree	11	24.3
<b>Total</b>	<b>46</b>	<b>100.0</b>

Table 4.7 indicates that majority of the respondents implied that 65.4% agreed that there are different community groups with different interests on implementation of vocational training centers while 24.3% of the respondents disagreed that they are different community groups with different interests on implementation of vocational training centers. It was also noted that 10.3% of the respondents were not aware whether they were different community groups with different interests on implementation of vocational training centers.

#### **4.6.4 Response on adequate involvement between county government and community**

The respondents were asked to respond on whether there is adequate involvement between county government and the community who will benefit from these projects. Their responses were as follow in Table 4.8.

**Table 4.8 Adequate involvement interaction between county government and community**

Responses	Frequency	Percent
Agree	8	17.1
Neutral	1	2.5
Disagree	37	80.4
Total	46	100.0

From Table 4.8 Majority of the respondents 80.4% disagreed that there is adequate involvement between county government and the community who will benefit from these projects while 17.8% of the respondents agreed that there is adequate involvement between county government and the community who will benefit from these projects. It was also found that 2.5% of the respondents were not aware on whether there is adequate involvement between county government and the community who will benefit from these projects. This shows that there is no adequate involvement between county government and the community who will benefit from these projects.

#### **4.7 Financial Resources**

This section sought to gather the responses of the respondents in regard to the resource allocation. This was to identify whether resource allocation has influence on implementation on the vocational training centers.

##### **4.7.1 Availability of Reliable Funds to Implement the Vocational Training Centers**

This section sought to gather the responses of the respondents in regard to the reliable funds to implement the vocational training centers. Respondents were asked to respond on whether there is a reliable fund for implementation of the vocational training centers. The table 4.9 presents respondent's responses to the item.

**Table 4.9 Availability of Reliable Funds to Implement the Vocational Training Centers**

Responses	Frequency	Percent
Agree	5	10.6
Neutral	3	7.4
Disagree	38	81.9
Total	46	100.0

Table 4.9 shows that majority of the respondents 81.9% disagreed that the County government has reliable funds for implementation of vocational training centers projects while 10.6 % agreed that the County government has reliable funds for implementation of vocational training centers projects while 7.4% could not agree or disagree that the County government has reliable funds for implementation of vocational training centers projects. This implies that there are no reliable funds for implementation of vocational training centers.

**4.7.2 Influence of adequate financial resources to implement vocational training centers**

The respondents were asked to indicate whether the County government allocates adequate financial resources for implementation of vocational training centers projects. Their responses were presented below in Table 4.10

**Table 4.10 Influence of adequate financial resources for implementation**

Responses	Frequency	Percent
Agree	5	10.8
Neutral	1	2.2
Disagree	40	87.0
Total	46	100.0

Table 4.10 depicts that majority of the respondents 87% disagreed that their county government allocates adequate financial resources for implementation of vocational training centers projects while 10.8% agreed that their County government allocates adequate financial resources for implementation of vocational training centers projects and

2.2% of the respondents were neutral. This implies that County government does not allocate adequate financial resources for implementation of vocational training centers projects.

**4.7.3 Influence of Delay in Financing Implementation of Vocational training centers**

The respondents were asked whether there is delay in financing implementation of vocational training centers projects in the county government. Responses were presented in the Table 4.11

**Table 4.11 Influence of delay in Financing Implementation of Vocational training centers Projects**

Responses	Frequency	Percent
Disagree	11	24.5
Neutral	1	2.1
Agree	34	73.4
Total	46	100.0

Data obtained from Table 4.11 revealed that majority of the respondents 73.4% agreed that there is delay in financing implementation of vocational training centers projects in county government while 24.5% of the respondents disagreed with this construct that there is delay in financing implementation of vocational training centers projects in county government. Only 2.1% were neutral on this issue. The finding implies that there is delay in financing implementation of vocational training centers projects in the county government.

**4.7.4 Influence of Long Approval Procedures on implementation of vocational training centers projects**

Respondents were asked whether there is a long approval procedure before funding for implementation of vocational training centers projects. This was presented using the Table 4.12.

**Table 4.12 Influence of long approval procedures on implementation of vocational training centers projects**

Responses	Frequency	Percent
Disagree	15	33.0
Neutral	2	5.3
Agree	29	61.7
<b>Total</b>	<b>46</b>	<b>100.0</b>

From Table 4.12, it was found that majority of the respondents 61.7% agreed with the statement that there are long approval procedures before funding for implementation of vocational training centers projects. However, 33% of the respondents disagreed with this statement that there is a long approval procedure before funding for implementation of vocational training centers projects.

#### **4.7.5 Satisfaction with Levels of Resources Allocation**

The study wanted to establish from the level of respondent's satisfaction on resources allocation on the implementation of vocational training centers projects. Their responses were as shown in Table 4.13.

**Table 4.13 Satisfaction with Levels of Resources Allocation**

Level of Satisfaction	Frequency	Percent
Highly Satisfied	4	8.5
Satisfied	14	29.8
Dissatisfied	26	56.4
Highly Dissatisfied	2	5.3
<b>Total</b>	<b>46</b>	<b>100.0</b>

The data from Table 4.13 revealed that majority of the respondents 56.4% were dissatisfied with the resources allocation on the implementation of vocational training centers projects while 29.8% of the respondents were satisfied. This shows that majority of the respondents were dissatisfied with resources allocation on the implementation of vocational training centers projects.

## 4.8 Training

In this section, the study wanted to establish the influence of training on the implementation of vocational training centers projects. Respondents were asked as to whether there was training and skills competence in the county government that would influence implementation of the vocational training centers projects.

### 4.8.1 Satisfaction with implementation of vocational training centers projects.

The study wanted to establish the satisfaction of the implementation of vocational training centers in Isiolo County. Their responses were as shown in table 4.14.

**Table 4.14 Satisfaction with implementation of vocational training centers projects.**

Satisfaction Levels	Frequency	Percent
Highly Satisfied	3	6.1
Satisfied	13	27.7
Neutral	0	0.0
Dissatisfied	26	56.8
Highly Dissatisfied	4	9.4
Total	46	100.0

Table 4.14 reveals that majority 56.8% of the respondent's shows that they are dissatisfied with the implementation of vocational training centers in Isiolo County while 27.7% of the respondents were satisfied with implementation of vocational training centers in Isiolo County. This shows that from the majority of responses, that the implementation of vocational training centers in Isiolo County is not satisfying.

### 4.8.2 Existence of highly skilled vocational trainers to implement vocational training center projects.

Respondents were asked as to whether there were highly skilled vocational trainers in the county to implement the vocational training centers projects. These responses were presented using Table 4.15.

**Table 4.15 Existence of highly skilled vocational trainers to implement vocational training center projects.**

Responses	Frequency	Percent
Disagree	36	78.7
Neutral	1	2.2
Agree	9	19.1
Total	46	100.0

It was revealed in table 4.15 that majority of the respondents 78.7% disagreed that there were highly skilled vocational trainers in the county to implement the vocational training centers projects in the county government. It was noted that 19.1 % of the respondents agreed that there were highly skilled vocational trainers in the county to implement the vocational training centers projects. Only 2.2% of the respondents were neutral to this question. This implies that county government does not have highly skilled vocational trainers to implement the vocational training centers projects.

**4.8.3 Influence of support management on to Implementation of vocational training centers Projects.**

Respondents were asked to indicate whether there were supportive trainers to implement vocational training centers projects. Their responses we as shown using Table 4.16.

**Table 4.16 Influence of support management on to Implementation of vocational training centers Projects.**

Response	Frequency	Percent
Agree	7	16.0
Neutral	2	2.1
Disagree	37	81.9
Total	46	100.0

Table 4.16 illustrates that majority of the respondents 81.9% disagreed that there were supportive trainers to implement vocational training centers projects. It is only16% of the respondents that agreed that there were supportive trainers to implement vocational training centers projects. This implies that there is less support from trainers in the implementation of the vocational training centers projects.



#### 4.8.4 Influence of training curriculum on vocational training Centers

Respondents were asked to indicate whether training curriculum on vocational training influences implementation of vocational training centers projects by the county government. The responses were presented in the Table 4.17.

**Table 4.17 Influence of training curriculum on vocational training Centers**

Response	Frequency	Percent
Disagree	9	20.2
Neutral	2	4.3
Agree	35	75.5
Total	46	100.0

Data on Table 4.17 revealed that majority of the respondents 75.5% agreed that training curriculum influences implement vocational training centers projects. On the other hand, 20.2% of the respondents disagreed that training influences implementation of vocational training centers projects. This shows that training does not influence implementation of vocational training centers projects.

#### 4.8.5 Level of satisfaction with training

The study wanted to establish the satisfaction levels on training in line with vocational training centers projects implementation. Their responses are presented in Table 4.18

**Table 4.18 Level of satisfaction with training**

Satisfaction levels	Frequency	Percent
Highly Satisfied	4	8.1
Satisfied	11	25.6
Neutral	1	1.4
Dissatisfied	27	60.5
Highly Dissatisfied	3	4.4
Total	46	100.0

Table 4.18 illustrates that from majority of the respondents 60.5% were dissatisfied with training in terms of vocational training centers projects implementation while 25.6% of the respondents indicated that they were satisfied with the training in terms of vocational

training centers projects implementation. From these responses, it shows that there is no satisfaction with the current management skills in terms of vocational training centers projects implementation.

#### 4.9 Politics

In this section, the study wanted to establish the influence of politics on the implementation of vocational training centers projects.

##### 4.9.1 Influence of Politics on Implementation of Vocational training centers

Respondents were asked to indicate the level of influence that politics had on implementation of vocational training centers projects. There responses were as shown in Table 4.19

**Table 4.19: Influence of Politics on Implementation of Vocational training centers Projects**

Response	Frequency	Percent
Highly Influences	36	78.7
Neutral	2	3.2
Slightly Influences	8	18.1
Total	46	100.0

Table 4.19 indicate that majority of the respondents 78.7% indicated that politics highly influenced implementation of vocational training centers projects while 18.1% of the respondents indicated that politics slightly influenced implementation of vocational training centers projects. However, only 3.2% of the respondents who were not familiar with any influence of politics on implementation of vocational training centers projects.

##### 4.9.2 Political Conflicts by County Leaders on the Implementation of Vocational training centers Projects

It was found that political leaders have declared that they will not support projects that are not in their local areas hence there is a lot of interest in one particular area unlike other areas. It was also noted that politicians have seen these development projects as a source of corruption and a way of embezzling public funds.

#### **4.10 Implementation of Vocational training centers Projects**

In terms of implementation of vocational training centers projects the respondents were asked to indicate the number of vocational training centers required for the period of 3 years and the estimate number of vocational training centers projects implemented in those 3 years i.e from 2014-2016 both inclusive.

It was found that in those 3 years the required vocational training centers were five (5) but only one (1) was implemented and it was not completed. Majority of respondents attributed this to lack of commitment and political goodwill.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations for further research based on the investigation carried out to investigate the factors that influence the implementation of vocational training centers projects in county governments.

#### 5.2 Summary of Findings

Majority of the respondents disagreed that their County government have reliable funds to implementation of vocational training centers projects. This implies that there are no reliable funds for implementation of vocational training centers projects. It was also found that County government does not allocate adequate funds for implementation of vocational training centers projects. Data obtained revealed that majority of the respondents agreed that there is delay in financing implementation of vocational training centers projects in county governments. This finding implies that there is delay in financing implementation of vocational training centers projects in county governments. It was found that majority of the respondents agreed with the statement that there are long approval procedures before funding for implementation of vocational training centers projects. The data revealed that majority of the respondents were dissatisfied with the resources allocation on the implementation of vocational training centers projects.

Data revealed that majority of the respondents indicated that politics highly influences the implementation of vocational training centers projects. It was found that political leaders have declared that they will not support projects that are not in in their local areas hence there is a lot of interest in one particular area unlike other areas. It was also noted that politicians have seen these development projects as a source of corruption and a way of embezzling public funds. In terms of implementation of vocational training centers projects the estimate number of vocational training centers projects implemented and those completed for a period of 3 years i.e from 2014-2016 inclusive, it was found that, the those implemented has not been completed. Majority of respondents attributed this problem to lack of commitment and political influence.

### **5.3 Discussion of findings**

County government requires funds to implement vocational training centers projects. This implies that with limited funding implementation of vocational training centers projects is affected. County government should allocate adequate funds for implementation of vocational training centers projects from the development funds they receive from the national government and also address the delays experienced in financing implementation of vocational training centers projects in county governments. This is in line with Magano (2008) who opines that funding is the element that could positively contribute to the success of the project and indicated that the financial need of the project should be reflected in both the planning and implementation proposals. In measuring the success and failure of poverty alleviation projects, availability of project funding specially focusing on comparing the amount of money required to start the project with that received should be considered (Tshitangoni, Okorie and Francis, 2010).

Data revealed that majority of the respondents indicated that politics highly influences the implementation of vocational training centers projects. It was found that political leaders have declared that they will not support projects that are not in their local areas hence there is a lot of interest in one particular area unlike other areas. It was also noted that politicians have seen these development projects as a source of corruption and a way of embezzling public funds. This concurs with Basel, Williams & Klak (2011) who pinpoint that for government projects to succeed, there is need to have political support. They noted that government leaders identified the interference of local politicians and civic leaders as a major hindrance to projects implementation. Where government public organizations are involved in sensitive issues, such as land disputes, local leaders can threaten government public organizations with de-registration. Politicians are not aware that the board and potentially the Council are there to protect them from such intimidation. Program evaluation or outcome assessment data is one tool that can speak to important questions of whether progress is being made on key agency objectives.

On community participation, it was found out that there is adequate involvement between county government and the community who will benefit from these projects. Also, most people were not aware on whether there is adequate involvement between county government and the community who will benefit from these projects. This shows that there is no adequate involvement between county government and the community who will benefit from these projects. These findings concur with those of Samuel & Tom

(2010) who found that project implementation has been disrupted by conflict between the levels of government in a country.

#### **5.4 Conclusion**

The researcher concludes that funds allocated for implementation of vocational training centers projects are not reliable and are not sufficient. It is also concluded that there is delay in financing implementation of vocational training centers projects in county governments. The study also noted that respondents are dissatisfied with resources allocation on the implementation of vocational training centers projects. This study concludes that there is no proper communication between the county government and the project stakeholders and there is conflict between county governments and the project stakeholders. It can be concluded that there are many stakeholders with different interests in county projects. On the conflict between county government and national government, the conflict has affected the implementation of projects. Due to this, it is concluded that the stakeholder's support and implementation of vocational training centers projects is not satisfying. Finally, the study concludes that political leaders have demonstrated no support to projects that are not in their local areas hence there is a lot of interest in a particular area unlike other areas which has affected the implementation of vocational training centers projects.

#### **5.5 Recommendations**

The following recommendations are made based on the findings of the study.

- i. The county government should endeavor to improve the life of the community by allocating enough resources to implement vocational training centers projects.
- ii. The county government should adopt and enhance the good spirit of embracing stakeholders support in order to ensure full implementation of vocational training centers projects.
- iii. The county government should ensure that there are adequate trained personnel to handle technical and vocational courses in the county.
- iv. The county government should endeavor to maximize their political goodwill for effective implementation of vocational training centers projects rather than use it to the benefits of their political base.

## **5.6 Suggestions for Further Research**

This study focused only on the status of vocational training centers project in Isiolo County. The study did not cover other counties in Kenya. To get a complete understanding of the factors influencing implementation of projects in the devolved system of governance in Kenya, it is suggested that a similar study be done in other counties in Kenya.

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## APPENDIX I

### INTRODUCTORY LETTER

**MARY ANNE KIGUTA,  
P.O BOX 797-60300,  
ISIOLO.**

Dear Sir / Madam.

**RE: DATA COLLECTION INSTRUMENT**

I am a student at the University of Nairobi undertaking a Master of Arts Degree in Project Planning and Management. I am hereby kindly requesting you to provide me with information by filling the questionnaires concerning my research work. The respondent will be treated with utmost privacy and confidentiality and data collected will be used for nothing else but education purpose only.

Thank you.

Yours Faithfully,

**Mary Anne Kiguta  
L50/79587/2015**

## APPENDIX II

### QUESTIONNAIRE FOR THE RESPONDENTS

#### SECTION A: GENERAL INFORMATION :

By means of a tick (  $\checkmark$  ) kindly indicate an option that best describes:

##### 1. Your gender

- a) Male ( )
- b) Female ( )

##### 2. Your age:-

- a. Below 25 years ( )
- b. 25-30 years ( )
- c. 31-35 years ( )
- d. 36-40 years ( )
- e. 41-45 years ( )
- f. 46-50 years ( )
- g. Over 51 years ( )

##### 3. Your level of education:-

- a. Diploma ( )
- b. Degree ( )
- c. Masters &Above ( )
- d. Other Professional courses ( )

##### 4. Period you have worked with the County Government Isiolo

- a) Below 5 Months ( )
- b) 5-10 Months ( )
- c) 1- 2 years ( )
- d) Over 3 years ( )

**SECTION B: COMMUNITY INVOLVEMENT**

**5. In each phrase given below tick the number that best describes your responses in relation to vocational training centers projects in Isiolo County.**

**Tick:**

- 1. Agree.
- 2. Neutral.
- 3. Disagree

There is communication between the county government and the community who will benefit from these projects	1	2	3
There is conflict between ministry of education as partners and county government on project implementation.	1	2	3
There are different community groups with different interests on implementation of vocational training centers	1	2	3
There is adequate involvement between county government and the community who will benefit from these projects	1	2	3

**6. How are you satisfied with the current community involvement in the implementation of vocational training centers projects in Isiolo County?**

- a. Highly satisfied ( )
- b. Satisfied ( )
- c. Neutral ( )
- d. Dissatisfied ( )
- e. Highly dissatisfied ( )

**SECTION C: FINANCIAL RESOURCES**

**7. In each phrase given below tick the number that best describes your responses in relation to vocational training centers projects in Isiolo County.**

**Tick:**

- 1. Agree.
- 2. Neutral.

3. Disagree

There are reliable funds to implement the vocational training centers projects in Isiolo County.	1	2	3
Adequate financial resources are disbursed to implement the vocational training centers projects in Isiolo County.	1	2	3
There is delay in financing implementation of vocational training centers projects in Isiolo County.	1	2	3
There are long approval procedures before funding for implementation of the vocational training centers projects in Isiolo County.	1	2	3

**8. How are you satisfied with the current financial resources in the implementation of vocational training centers projects in Isiolo County?**

- a. Highly satisfied ( )
- b. Satisfied ( )
- c. Neutral ( )
- d. Dissatisfied ( )
- e. Highly dissatisfied ( )

**SECTION D: TRAINING**

**10. Describe how training influences the implementation of vocational training centers projects in Isiolo County?**

Tick in table appropriate

- 1. Agree.
- 2. Neutral.
- 3. Disagree

There are highly skilled vocational trainers that influence the implementation of vocational training centers projects in Isiolo County	1	2	3
There are supportive trainers who influence the implementation of vocational training centers projects in Isiolo County	1	2	3
There is a training curriculum on vocational training that influence the implementation of vocational training centers projects in Isiolo County	1	2	3

**11. How would you rate your satisfaction in regard to training and implementation of vocational training centers projects in Isiolo County?**

- a. Highly satisfied. ( )
- b. Slightly satisfied. ( )
- c. Neutral. ( )
- d. Slightly dissatisfied. ( )
- e. Highly dissatisfied. ( )

**SECTION E: POLITICAL FACTORS**

**13. How would you rate the influence of political factors in the implementation of vocational training centers projects in Isiolo County?**

- a) Highly influences ( )
- b) Neutral ( )
- c) Slightly influences ( )

**14. List political conflicts by county leaders which you think may influence the implementation of vocational training centers projects in Isiolo County?**

.....  
 .....



**15. In your own opinion what does it take for the county government to implement vocational training centers projects in Isiolo County?? Please put a tick in the box against the response you feel is most important.**

To develop effective policy on vocational training centers implementation and follow-up mechanisms ( )

To involve the ministry of education in implementation of vocational training centers ( )

**SECTION F: IMPLEMENTATION OF VOCATIONAL TRAINING CENTERS**

16. Kindly fill in the table below in order to indicate the implementation of vocational training centers in a period of three years.

construct	2014	2015	2016
No. of vocational training centers required			
No. of vocational training centers implemented			

17. Refer to question 15 above; what could be the reasons as to the variance between the required vocational training centers and those implemented?