

TEACHER TRAINING PROGRAM IN VOCATIONAL PEDAGOGY

Guidelines for working-life collaboration developers

DevVET - Developing Working Life Collaboration in
Vocational Education

for the programme
“Youth Employment and Vocational Training”

OSAO



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Table of content

1.	Introduction	3
2.	Steps towards stronger cooperation with working-life	4
	2.1. Strengthened cooperation structures with working-life	5
	2.1.1. Continuous communication and formal governance structures	5
	2.1.2. Collaborative approach on curriculum development.....	5
	2.2. Improved quality of learning during school block	6
	2.2.1. Use of e-Learning and learning management systems	6
	2.2.2. Active and learner-centred learning methods.....	7
	2.2.3. Virtual and simulated learning environments	8
	2.3. Improved quality of learning during industrial placement	9
	2.3.1. Pedagogical competences of in-company trainers.....	9
	2.3.2. Competences of employers in inclusion and understanding special needs students	11
	2.4. Strengthening industrial placements and industry involvement in skills assessment	12
	2.4.1. Upgraded information systems for management of industrial placements.....	13
	2.4.2. Improved conditions for evaluation of learning during industrial placement.....	13
	2.4.3. Employers' and trainees' assessment skills of skills development	14
3.	Closing remarks	15

1. Introduction

The teacher training program in vocational pedagogy is part of the project “Developing Working Life Collaboration in Vocational Education” (later DevVET -project). The program aims to support Kenyan TVET institutions in developing dual TVET systems and strengthening cooperation with industry – especially in workplace learning – as well as enhancing teachers’ pedagogical skills and collaboration with employers.

These Guidelines for Working-Life Developers are one of the key outputs of the DevVET -project. Their main purpose is to collect lessons learned during the project and to disseminate them among stakeholders involved in developing Kenya’s dual TVET system. The Guidelines are published digitally and presented at the project’s open seminars in October 2025, as well as at the final seminar of the program “Youth Employment and Vocational Training” in November 2025.

Secondly, the Guidelines aim to give visibility to the development ideas of Kisii National Polytechnic, Mawego National Polytechnic, Kericho National Polytechnic, and Sikri Technical Vocational College for the Blind and Deaf, and to strengthen their opportunities to secure financial resources for implementing these ideas.

As mentioned, the development ideas originate from the Kenyan TVET institutions participating in the DevVET -project. They have learned from the Finnish VET system and practices and have reflected on how these can be localized to the Kenyan dual TVET context. The Guidelines present development ideas organized into four categories and include practical examples selected and written by representatives of Kisii National Polytechnic, Mawego National Polytechnic, Kericho National Polytechnic, and Sikri Technical Vocational College for the Blind and Deaf.

Timo Juntunen, the coordinator of the teacher training program, has acted as the main editor of the Guidelines. Leena Ikonen and Pekka Makkonen, lead trainers of the program, as well as OSAO’s project team – project manager Merja Paloniemi, project coordinator Niina Nissinen and VET specialist Sami Puumalainen – have also contributed to editing the Guidelines.

Figure 1. summarizes the key findings and illustrates the structure of the Guidelines for Working-Life Developers.

Section 2 “Steps towards stronger cooperation with working-life” contains development ideas for improving cooperation with working-life in different categories.

Section “Closing Remarks” highlights some identified challenges in dual TVET implementation and provides suggestions for education policy decision-makers, TVET institutions, and industry representatives.

Strengthened cooperation structures with working-life		
Continuous communication & formal governance structures	Curriculum development in close collaboration with industry	
Improved quality of learning during school block		
Use of e-learning and learning management systems	Active and learner-centred learning methods (management of large student groups)	Simulated learning environments, learning games (real learning environments)
Improved quality of learning during industrial placement		
Pedagogical competences of in-company trainers	Competences of employers in inclusion and understanding with special needs	
Strengthening Industrial Placements and Industry Involvement in Skills Assessment		
Upgraded information systems for management of industrial placements	Improved conditions for evaluation of learning during industrial placement	Employers' and trainees' assessment skills of skills development

Figure 1. Steps towards stronger cooperation with working-life

2. Steps towards stronger cooperation with working-life

In this chapter, development ideas for improving cooperation with working life are presented under four categories:

- Strengthened cooperation structures with working-life
- Improved quality of learning during school block
- Improved quality of learning during industrial placement
- Strengthening Industrial Placements and Industry Involvement in Skills Assessment

2.1. Strengthened cooperation structures with working-life

TVET institutions identified several actions to improve communication and to cooperate more systematically with industry and employers. The main ideas are divided into two categories in this section:

- continuous communication and formal governance structures, and
- curriculum development in close collaboration with industry.

The development ideas are well in line with the content of the publication “Dual TVET in Kenya – A Guide for TVET Institutions”, published by the Ministry of Education (Kenya) and the donors of the programme “Youth Employment and Vocational Training”. [Link to related material published by the GIZ.](#)

2.1.1. Continuous communication and formal governance structures

In practice, this approach means creating predictable, reliable channels for collaboration between TVET institutions and industry, supported by formal agreements and clear management structures.

Continuous communication is maintained through regular industry visits, systematic feedback collection (via questionnaires, meetings, and digital tools such as Google Forms), and meetings with industry partners at each training block to review progress and trainee performance. Many TVET institutions also appoint liaison officers, use online platforms, or establish committees to ensure dialogue is ongoing rather than ad-hoc.

Formal partnerships are built and sustained through Memorandum of Understanding (MoU) with companies. Dedicated committees for dual training programs – or “dual champions” – coordinate activities, maintain relationships, and gather feedback to improve training relevance and quality.

Governance structures such as TVET Institution and Industry Coordination Committee (TICC) and liaison offices act as central contact points for employers, overseeing all cooperation efforts and ensuring that industry engagement is embedded into institutional operations. Together, these measures move collaboration from informal exchanges to a structured, managed, and continuously nurtured partnership model.

2.1.2. Collaborative approach on curriculum development

In practice, collaborative planning and curriculum development means that TVET institutions and industry work side by side to design training that reflects real workplace demands. This involves jointly developing training plans with industry experts to ensure that teaching, and learning outcomes are directly relevant to current and emerging job requirements. Curricula are aligned with labor market needs by modularizing content, making it easier to adapt and update, and by involving companies in regular curriculum reviews. For dual TVET programs, a clear roadmap and detailed work plan are created to guide implementation, define responsibilities, and ensure that both classroom learning and workplace training are seamlessly integrated.

“To effectively implement the dual TVET approach, our college aims to establish structured partnerships with industry through dedicated liaison offices, joint curriculum development, apprenticeship programs, regular feedback mechanisms, and shared training investments, ensuring education remains responsive to evolving labor market needs.”
Anonymous response

2.2. Improved quality of learning during school block

Digital learning solutions, virtual environments, and learner-centred pedagogies are transforming technical vocational education and training (TVET). When effectively used, these tools enhance teaching quality, support skills development, and make learning more engaging and accessible.

To achieve meaningful impact, certain preconditions are essential. Trainers need practical competence in digital pedagogy, e-content development, and the use of virtual platforms to create interactive, learner-centred learning experiences. TVET institutions also benefit from dedicated units – such as Virtual Learning or Open and Distance e-Learning departments – that coordinate and manage digital training materials. In addition, active learner engagement must be built into the system through regular feedback, collaboration, and interactive activities.

These elements together create a strong foundation for scaling up virtual learning in TVET. In the DevVET -project, participating TVET institutions identified various ways to use virtual solutions before, during, and after the school block. Teachers have already developed and piloted new digital practices, which have helped manage large trainee groups and strengthen practical skills. As a result, students are also better prepared for industrial placements.

2.2.1. Use of e-Learning and learning management systems

One of the challenges in Kenyan TVET is the large size of trainee (student) groups. By applying e-learning solutions and learning management systems (LMS), Kenyan TVET institutions can better manage large trainee groups, provide relevant and up-to-date content, and ultimately improve the quality of skills development during the school block.

Most TVET institutions have already adopted e-learning, particularly for theory-based subjects such as communication skills, because it enables flexible, self-paced study that can be integrated into industrial blocks. Learning Management Systems (LMS) are being developed or enhanced to provide a central, accessible space for lesson content, assignments and online assessments, and student feedback tools. These platforms not only make learning materials available anytime and anywhere, but also allow learners to revisit content when needed, track their progress, and receive timely feedback – factors proven to improve knowledge retention and the direct application of skills in the workplace.

Learning Management Systems (LMS), e-portfolios, online assessments, and audio-visual content were identified as essential tools for delivering content, monitoring progress, and ensuring student engagement. Inclusive e-learning solutions, such as platforms adapted for

students with hearing or visual impairments, were also highlighted as examples of good practice.

The foundation of e-pedagogy and e-learning should be built on an understanding of learning paradigms and pedagogical processes. Particular attention should be given to the constructivism and connectivism learning paradigms. Constructivism views knowledge as being developed by the learner either individually or through interaction with peers. Connectivism, on the other hand, recognizes that knowledge sources are distributed globally, and the learner's task is to connect and integrate this knowledge. These paradigms provide the basis for teaching and learning methods, including the use of technology.

Interactive platforms such as Kahoot were reported to be effective for pre-class engagement, knowledge checks, and fostering participation in large cohorts. Moreover, e-platforms were considered valuable for collecting feedback, tracking student progress, and providing personalized support during industrial training or practical courses.

Systems such as LMS, e-portfolios, and workplace learning platforms can also be used to link school-based training with on-the-job learning, enabling instructors and workplace supervisors to jointly monitor skill development and offer timely feedback. This integration strengthens the relevance of training and helps students apply their skills more effectively in real work environments.

2.2.2. Active and learner-centred learning methods

TVET institutions emphasized the use of active, learner-centred strategies to effectively manage large groups while maintaining engagement and interaction. Examples included group discussions, peer-to-peer learning, think-pair-share, jigsaw, dotmocracy, role plays, case studies, mind maps, and gallery walks flipped classroom. Demonstrations, video screenings, and simulation-based activities were also highlighted as effective tools for developing practical skills.

For practical sessions with large groups, several strategies were considered useful:

- Split-class rotations and shift-based modular training schedules to reduce group size during hands-on tasks.
- Extended workshop hours to ensure all trainees have sufficient practice time.
- Simulation-based activities to provide hands-on experience in a safe and controlled environment.
- Increased training equipment to expand opportunities for individual practice.
- Peer-assisted learning to scale instruction without compromising quality.

By applying these pedagogical methods, TVET institutions can handle large student cohorts more effectively, while ensuring meaningful hands-on practice. This leads to improved learning outcomes, stronger skill development, and students being better prepared for industrial blocks. Furthermore, learner-centred pedagogy supports ownership of learning, students' commitment to their studies, and their autonomy as learners.

2.2.3. Virtual and simulated learning environments

Virtual solutions such as simulations, serious games, and virtual labs provide cost-effective, scalable ways to deliver practical training when access to real equipment is limited, costly, or logistically challenging. They allow learners to practice skills in a safe, controlled environment, repeat exercises as often as needed, and experiment without the risk of damaging equipment or causing harm.

By integrating tools like YouTube tutorials and video-based learning, educators can enrich classroom sessions with visual demonstrations, real-world examples, and step-by-step guidance. These methods not only bridge gaps in physical resources but also help learners develop confidence, problem-solving skills, and familiarity with industry-relevant tools – ensuring they are better prepared for workplace demands.

Case: Sikri TVCBD

E-pedagogical methods are an important aid in handling large groups. They allow for easy content dissemination, progress tracking, and assessment. Sikri has built trainers' capacity on e-portfolio management and online audio-visual classes. These methods have been adapted to suit trainees with hearing and visual impairments.

To ensure all students access practical sessions, measures such as split-class rotations, modular training schedules, and extended workshop hours have been implemented. Sikri also aims to increase training equipment, introduce peer-assisted learning, and recruit more instructors.

Sikri TVCBD has adopted a number of adaptive strategies and approaches to enhance inclusive learning, including:

1. Adaptive technologies: Braille machines, screen readers, Clear Readers, and transcribers, alongside proficiency in Kenyan Sign Language and Braille literacy.
2. Accessible learning environments: Ramps, tactile pathways, talking calculators, Braille rulers, hearing aids, and smart canes.
3. Adapted, Modular CBET Curricula: Features include modular and flexible pacing, large print materials, audio resources, KSL-integrated content, and life skills training such as mobility, communication, and financial literacy.
4. Inclusive partnerships: Emphasis on inclusive industry mapping, employer partnerships, and specialized instructor training.

An inclusive future begins with equitable skills training. Let us empower all learners.

Sikri TVCBD – Building Skills, Breaking Barriers.

Kenyan TVET institutions have large groups of students across many subject areas. In theoretical subjects in particular, it is possible to manage large groups with a Learning Management System (LMS). In Moodle, this is often done by setting up quizzes that can be graded automatically. Teachers can create question banks that include a wide range of possible questions. From these banks, suitable questions can be selected to form a single exam. When exams include multiple-choice questions, students can receive their results immediately after completing the e-exam.

2.3. Improved quality of learning during industrial placement

The TVET institutions found that providing pedagogical training for in-company trainers would significantly improve the quality of skills development during the industrial training block. This was identified as a concrete development priority by many TVET institutions.

One specific focus is the improvement of learning processes for trainees with disabilities during workplace training. Industry and employers also require capacity building in inclusive practices and in understanding the needs of trainees with special needs.

These development ideas are also well in line with the previously mentioned brochure “A Guide for TVET Institutions.”

The capacity-building needs of industry (working life) are clearly acknowledged in the Guide:

“Additionally, the in-company trainers should undergo pedagogy training as part of the implementation process. Providing support to companies in enhancing the skills of their trainers can contribute to the overall effectiveness of in-company training.”

The TVET institutions participating in the DevVET -project developed very concrete proposals for the content of such capacity-building measures.

Case: Sikri TVCBD

Project name: Development and Implementation of a Standardized Course for Trainers/Industry supervisors Guiding Trainees During On-the-Job Learning Periods in Dual Training.

There is a need to equip trainers with the knowledge and skills to effectively guide and mentor trainees during their on-the-job learning (OJL) periods. This project seeks to design and implement a standardized course for trainers/industry supervisors to ensure consistent, effective supervision, and alignment with industry standards.

Implementation of this project will; develop a structured course to prepare trainers for their roles as supervisors in dual training, equip trainers with mentoring, coaching, and evaluation skills for OJL trainees, align the course with industry occupational standards and foster strong partnerships with the industry.

The outputs include; developed TOT curriculum, trained TOTs, effective industry training, and skilled trainees.

2.3.1. Pedagogical competences of in-company trainers

A clear consensus emerged among participating TVET institutions on the importance of equipping in-company trainers with strong pedagogical competences. Trainers need skills in guiding learning, supporting skills development, and assessing progress to ensure effective workplace-based learning within dual TVET.

To address this, TVET institutions have introduced several practical measures:

- Structured training sessions, workshops, and short courses – delivered both online and face-to-face – to strengthen trainers' ability to provide curriculum-aligned guidance.
- Train-the-Trainer programs and training manuals – to standardize pedagogical practices across companies and sectors.
- Certification opportunities – ranging from partial to full recognition – offered as motivation and to formally acknowledge trainers' pedagogical competences.

These measures enhance trainee engagement, improve the quality of practical learning, and align workplace training more closely with institutional curricula. Trained company mentors therefore play a central role in translating classroom knowledge into work-based competencies, directly contributing to stronger learning outcomes in dual TVET.

TVET institutions highlight the need for capacity building and awareness-raising among industry partners. Without adequate preparation, employers may struggle to provide structured guidance or to accommodate diverse learning needs. To support them, TVET institutions have introduced targeted pedagogical training for company personnel. For example, three-day practical programs teach participants how to plan, supervise, and assess on-the-job learning (see above).

Finally, capacity building efforts also include sensitization on the dual TVET model – clarifying its objectives, processes, and the shared responsibilities between TVET institutions and companies. This helps industry partners understand the importance of structured mentorship, constructive feedback, and close collaboration with training providers in supporting trainees effectively.

Case: Mawego National Polytechnic

Customized Pedagogical Skills for Industry Experts

Duration: 3 Days (24 hours total)

Mode: Face-to-Face Workshop

Target Group: Industry-based trainers

Programme Overview

This intensive workshop is designed to strengthen the pedagogical skills of industry experts who play a vital role in dual training and work-based learning environments. Participants will gain practical tools to guide, mentor, and assess trainees effectively, while ensuring safe, inclusive, and aligned learning practices.

The programme emphasizes competency-based education and training (CBET) principles, communication of roles, and structured supervision to enhance the quality of industry-based training.

Expected Outcomes

By the end of the programme, participants will be able to:

- Explain the core concepts of Dual Training and Competency-Based Education and Training (CBET).
- Identify and communicate stakeholder roles and expectations effectively.
- Demonstrate supervision and mentorship techniques that support trainee development.
- Apply learner-centred instructional methodologies and inclusive practices.
- Implement safety protocols, recognize hazards, and promote a culture of occupational safety.
- Design and use structured tools for monitoring, assessing, and reporting trainee progress.
- Develop collaboration strategies with training colleges to ensure learning outcomes are aligned and relevant.

2.3.2. Competences of employers in inclusion and understanding special needs students

Participating TVET institutions have identified that companies and employers require targeted training to better support trainees with disabilities. Key needs include developing an understanding of disability-related psychology and acquiring basic sign language skills. These competences enable supervisors to create a more inclusive and supportive workplace environment, ultimately improving the learning outcomes and opportunities of students with special needs.

To guarantee real impact, the initiative also includes regular progress assessments during workplace training. These assessments help track whether the intended outcomes – such as improved inclusion and stronger learning results – are being achieved.

Case: Sikri TVCBD

One example comes from Sikri Technical TVCBD, which is implementing a development project that equips industry supervisors with basic Kenyan Sign Language and psychosocial support skills. By strengthening supervisors' capacity in communication and guidance, the project expands opportunities for inclusive industry placements and ensures that trainees with disabilities receive adequate support. The project focused on accelerated industry inclusion based on clear objectives and outcome.

Project Objectives:

1. Enhance inclusivity in industries for special needs trainees by fostering targeted engagement, conducting industry assessments, and establishing support structures.
2. Increase institution visibility and industry partnerships through strategic marketing initiatives and collaboration to create sustainable placement opportunities.
3. Develop capacity for inclusive industrial training by training industry personnel in Kenya Sign Language (KSL), building psychosocial support structures, and implementing industry-based rehabilitation programs.

Outcomes:

1. Motivated and improvement in self-acceptance of special needs students both from industry and institution.
2. Increased industrial placement opportunities for trainees with special needs.
3. Enhanced awareness and acceptance of inclusive hiring practices in industries.
4. Strengthened partnerships between special needs educational institutions and various industries.
5. Established rehabilitation programs to support industry workers facing acquired disabilities.
6. Established Community outreach initiatives to identify and enroll potential trainees with disabilities for skills development.
7. Developed and implemented KSL curriculum for industry training.
8. Improved industry resilience in handling special needs trainees through structured psychosocial support.

2.4. Strengthening industrial placements and industry involvement in skills assessment

This chapter presents development ideas for enhancing cooperation with the world of work, organized into four categories:

- Upgraded information systems for management of industrial placements
- Improved conditions for evaluation of learning during industrial placement
- Employers' and trainees' assessment skills of skills development

The proposed actions are closely interconnected.

2.4.1. Upgraded information systems for management of industrial placements

Information systems could be further developed to increase the number of available industrial placements by improving how they are managed and accessed. A transparent digital platform could be used for booking and coordinating placements, supported by automated tracking of available slots and related costs. Such a system would also provide visibility on student support measures and funding opportunities during the application process. Together, these features would make placements easier to manage for institutions and companies, while widening access for students and ultimately increasing the overall number of placements available.

An information system could be either existing software available on the market or new software developed specifically for the needs of dual TVET. In both cases, financial resources are required, and piloting is necessary before scaling the system across all TVET institutions.

Case: Kisii National Polytechnic

Kisii National Polytechnic is developing an online Industrial training Information System. This platform will automate industrial training process, track student progress, enable direct communication between trainees, company supervisors, and institutional trainers, and streamline assessment. The introduction of this system makes feedback loops easier to manage and enhances the overall quality of learning during industrial placements.

The expected benefits include real-time feedback, clearer communication between all stakeholders, improved transparency in monitoring progress, higher-quality assessment practices, and ultimately better learning outcomes and skills development for trainees.

2.4.2. Improved conditions for evaluation of learning during industrial placement

Training in-company trainers to use digital tools for learner evaluation is an important step towards improving both communication and the quality of workplace learning. Effective communication with industry experts during the planning and assessment stages enables a more focused approach to industrial training blocks, ensuring that intended learning outcomes are achieved.

Learning management systems (LMS) and platforms such as Gnomio can be used for tracking trainee activities on a daily or weekly basis. These systems allow trainers and TVET institutions to monitor progress continuously, provide timely feedback, and make adjustments where needed. Structured information systems also support better planning, monitoring, and evaluation at both the school block and the industry block.

TVET institutions have plans to develop new or adapt existing information systems to strengthen communication between trainees, company supervisors, and trainers during industrial blocks. Advanced information systems could also improve transparency in

monitoring progress, enable higher-quality assessment practices, and ultimately lead to better learning outcomes and stronger skills development for trainees.

2.4.3. Employers' and trainees' assessment skills of skills development

TVET institutions have outlined several ways to improve the quality of learning during the industrial block. A key priority is to engage and sensitize in-company trainers, enabling them to take a more active role in mentoring and assessment.

Supporting and preparing students is equally important. Introducing a pre-induction program before the industrial block is one concrete measure. Such programs would help students better understand the expected learning outcomes and their own responsibilities in the learning process.

Assessment practices should also be strengthened. This includes allowing in-company trainers to conduct practical skill assessments where appropriate, involving industry mentors directly in evaluating trainees' performance, and enhancing feedback and monitoring systems through post-mentorship reviews and evaluation. Clear communication of student expectations and learning objectives to industry partners is essential.

Finally, ensuring that partner companies have sufficient resources to support quality training, as well as systematically collecting feedback from all stakeholders, will help improve both the quality and relevance of industrial training.

Case: Kericho National Polytechnic – Small scale-development project

Project name:

Develop and Implement a Tool for Evaluating Learning Outcomes During Industrial Training Blocks

Goals/objectives:

- To develop a document capable of evaluating trainee reaction, learning comprehension, transfer of learning (application) from in-company trainer to trainee, and capturing trainer feedback.
- To create a tool with minimal cost implications for both the company and the TVET institution in the evaluation of trainees during on-the-job training.
- To align the developed tool with the CDACC mentoring tool.
- To ease the work of in-company trainers when assessing trainees.

3. Closing remarks

Hopefully, these guidelines will help Kisii National Polytechnic, Mawego National Polytechnic, Kericho National Polytechnic, and Sikri Technical Vocational College for the Blind and Deaf to gain visibility for their development ideas through the dissemination activities of the DevVET -project. They have not only strong development project ideas but also feasible project plans that can be piloted regionally and possibly scaled up to the national level.

Implementing development ideas and plans has proven to be challenging, as it always requires financial resources. The DevVET -project did not include a grant scheme for the implementation of development plans. However, the DevVET team has supported the participating TVET institutions in identifying suitable funding instruments for piloting and scaling their projects by preparing a comprehensive document on potential funding sources. The document includes both Kenyan (authorities, associations, and foundations) and international (Germany, Finland, EU, UN) funding opportunities.

The DevVET -project has also strengthened cooperation among TVET institutions in Western Kenya. For example, the TVET institutions in the region now share their lists of dual training companies to provide trainees with more placement options and to help ensure that all available training slots are filled.

Sharing lessons learned and good practices are important at both regional and national levels. Therefore, these guidelines have been compiled and will be presented at the final seminar and shared with anyone interested.

At the end, it is worth highlighting that many steps have also been taken in the right direction. At Sikri, the training approach has shifted from theory-heavy instruction to more practice-oriented learning. Theoretical content is now introduced directly in the workshop, followed immediately by hands-on exercises.

All National Polytechnics and TVET institutions in Kenya have transitioned to a modular training system, which resembles a unit-based qualification structure. Each module is assessed every three months, and micro-credentials have been introduced. The new system promotes more personalized learning pathways and competence-based education.

Recognition of prior learning has been strongly integrated, allowing students to join or exit programs more flexibly. A new, more practice-oriented curriculum has also been adopted, and traditional classrooms have been converted into workshops to better support hands-on learning.

Attachment 1. Participants of DevVET project

Title	Name	Institute
Contact person	Geoffrey Bett	The Kericho National Polytechnic
	Mercy Cheptoo	The Kericho National Polytechnic
	Benard Bett	The Kericho National Polytechnic
	Leonard Rono	The Kericho National Polytechnic
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	Peter Kirui	Sikri Technical and Vocational College for the Blind and Deaf
	Purity Tonui	Sikri Technical and Vocational College for the Blind and Deaf
	Alex Joseph Bonyo	Sikri Technical and Vocational College for the Blind and Deaf
	Osborn Ayieko	Sikri Technical and Vocational College for the Blind and Deaf