

**TECHNICAL VOCATIONAL AND EDUCATION TRAINING (TVET) AND
ENTREPRENEURSHIP DEVELOPMENT AMONG GRADUATES OF KAREN
TECHNICAL TRAINING INSTITUTE FOR THE DEAF - NAIROBI**

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C50/70749/2008

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE
REQUIREMENT OF THE AWARD OF THE DEGREE OF MASTER OF ARTS IN
SOCIOLOGY (ENTREPRENEURSHIP DEVELOPMENT),
UNIVERSITY OF NAIROBI**

2019

DECLARATION

This project is my original work and has not been presented for any degree in any other institution.

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

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ACKNOWLEDGEMENTS

This project research has been made possible through contributions and support of many individuals and institutions. First, I thank God for nurturing and caring for me all this time. My special thanks go to my diligent supervisor Dr. Benson Agaya for his luminous guidance, tireless support and candid feedback. His keen interest, insight and critics sharpened my thinking and writing skills. I am equally indebted to all the course lectures for the invaluable knowledge imparted in me during my study.

I am grateful to all my respondents for their participation during the data collection that contributed immensely to the successful completion of the research. I also want to appreciate support given by Deaf Empowerment Kenya management and staff in tracing the respondents. My thanks also go to all my siblings, my special friends and colleagues for their input and encouragement.

I would like to express my heartfelt appreciation to my husband Dr. Francis for his unconditional support, love and Understanding and to my sons Norbert and Caroli for their patience needed to complete my study. Special thanks go to my dear father Mr. Vincent Lwal and my beloved mother Mrs. Philister Lwal for being there for me, generous support and prayers.

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LIST OF ABBREVIATIONS AND ACRONYMS

AGPO	Access to Government Procurement Opportunity
CBOs	Community Based Organisation
FBOs	Faith Based Organizations
GOK	Government of Kenya
GWDS	Graduate with Disability
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
ICT	Information Communication Technology
ILO	International Labour Organization
KCSE	Kenya Certificate of Secondary Education
KES	Kenya Shillings
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
KNSPWD	Kenya National Survey for Persons with Disabilities
KRA	Kenya Revenue Authority
KSL	Kenya Sign Language
KTITD	Kenya Technical Training Institute for the Deaf
MDGs	Millennium Development Goals
MSEA	Micro and Small Enterprise Authority
NCPWDs	National Council for Persons with Disabilities
NGCDF	National Government Constituency Development Fund
NGOs	None Governmental Organizations
NITA	National Industrial Training Authority
PWDs	Persons with Disabilities
SMEs	Small and Medium Enterprises
TVET	Technical Vocational and Education Training
TVETA	Technical Vocational and Education Training Authority
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities.
UNESCO	United Nations Educational, Scientific and Cultural Organization
YEF	Youth Enterprise Fund

ABSTRACT

For centuries, technical skills and entrepreneurship has been widely regarded as a strategy to boost economic development. In recent decades, there has been a resurgence of interest in technical skills and entrepreneurship worldwide. In Sub-Saharan Africa, technical training has received wide recognition and support as a policy response to endemic unemployment. TVET education has therefore been considered key to poverty alleviation among the marginalized groups including PWDs and it is also vital to the realization of Sustainable Development Goals. Although much growth has taken place in TVET training and entrepreneurship promotion, PWDs continue to have lower participation rates in the labour market and difficulty to penetrate high returns entrepreneurial ventures. These have resulted to most PWDs unable to lift themselves out of poverty. The aim of this study was to evaluate the contributions of TVET education to the development of entrepreneurship among deaf TVET graduates of KTTID in Nairobi County.

Snow ball sampling technique was used to trace TVET graduates who were deaf, involved in entrepreneurship and had exited KTTID between the years 2010 to 2019. The study employed mixed methods to gather data from KTTID TVET deaf graduates in Nairobi and its surrounds. Survey and case study methods were used to generate quantitative and in-depth qualitative data about the individual cases using questionnaire, interview schedule and observation from the businesses establishments that they run. This study traced and contacted thirty six deaf graduates from KTTID between January and August 2019.

The study found that majority of the deaf TVET graduates transitioned to the business world almost immediately after graduating at a youthful age. Majority of the respondents (56%) believed that TVET training had sufficiently prepared them to become entrepreneurs. The other 44% however claimed that whereas they had acquired useful technical skills the education was insufficient to prepare them to create and run businesses independently. The study found that the TVET graduates with disabilities continued to experience a myriad of challenges that had obstructed competitive growth of their enterprises. In view of these challenges the study therefore recommends regular curriculum and policy reviews to better address the specific needs of TVET GWDs. The study also recommends that commercial banks or other financial institutions consider designating financial products for small entrepreneurs and particularly the PWDs that would be more attractive and affordable.

CHAPTER ONE: INTRODUCTION

1.1 Background

For centuries, technical skills and entrepreneurship has been widely regarded as a strategy to boost economic development. Civilizations across the world have embraced entrepreneurship as a self-development approach that can enable individuals and households to escape poverty traps. In recent decades, there has been a resurgence of interest in technical skills and entrepreneurship worldwide. In Sub-Saharan Africa, technical training has received wide recognition and support as a policy response to endemic unemployment (Dzisi et al., 2018; World Bank, 2004).

Technical and entrepreneurial education is increasingly recognized as a primary engine of economic growth. As a result, many universities and colleges, and development agencies have taken the lead in promoting knowledge in entrepreneurial processes (Gartner, 2001). Technical and entrepreneurial education has, thus, become a popular academic field, a focus of study and governmental policy. This is especially true because low capabilities within the workforce significantly reduce stability of the labor market in the formal sector (UN, 2015).

In Sub-Saharan African countries, skill development is critical in many respects. According to the World Bank (2004), poverty reduction strategies necessitate investment in the productivity and skills of vulnerable populations such as the youth, women and persons with disabilities (PWDs). The HIV/AIDS pandemic that has depleted low human resource capital and requires a substitution of skillfulness lost throughout occupations over the previous few decades has made skills development even more critical. Moreover, the downsizing of employment in government

institutions and private companies in the face of globalization suggests the need for further skill development (Archibald, 2009).

Regional and national development policies have similarly identified technical training and entrepreneurship as key solutions to unemployment among the youth in Africa. In Kenya, the pursuit of policies geared towards promoting technical and entrepreneurship training is traced to various policy papers, such as the Ominde report, 1964; Ndegwa report, 1971; International Labor Organization (ILO) report, 1972; Gacahathi Report, 1976; Mackay report, 1981; and Kamunge report, 1988 (Koskey & Wanyama, 2013; Nafukho & Muyia, 2010). An outcome of the Ominde, Ndegwa and ILO reports was the introduction of business studies and commerce in secondary schools as a step towards entrepreneurial skills development among high school graduates (Nafukho et al., 2010).

The Mackay report in particular heralded 8-4-4 education system that replaced the old 7-4-2-3 system, and subsequently led to the transformation of Technical Secondary Schools to Technical Training Institutes (TTI) and Technical Vocational and Educational Training (TVET) centers (GOK, 1988). The instructional programs under TTI and TVET did not demand advanced academic or university qualifications, but were singularly focused on preparing individuals for self or paid employment (Wang & King, 2008). However, it was the Kamunge report that crystallized the scope and strategic actions required to aid the transition to technical and entrepreneurial education in Kenya. It endorsed the implementation of education and training in entrepreneurship at all phases of education to promote self-reliance among graduates (Nafukho et al., 2009). In addition, the report resulted into entrepreneurship course/unit training in all TVET institutions.

Despite efforts to promote entrepreneurship through vocational and technical training, the aspiration for white-collar jobs among the youth persists (Badawi, 2013). Formal education systems have continued to enroll disproportionately high number of students (Maina & Mungai, 2019). This has led to a huge skill gap in Kenya, leading to frustration and disillusionment among university and college graduates due to surging youth unemployment (Sang, Muthaa, & Mbugua, 2012, Odora & Naogo, 2015).

However, recent education policies in Kenya have seen a steady increase in the enrolment in TVET Institutions. In 2018 the number of students rose to 273,139, from 165, 638 in 2016, representing 60% increase in two years (UNESCO-UNEVOC, 2018). This expansion comes alongside a substantial improvement in the number of education loan applicants who benefit from TVET. Consequently, there has been a gradual decline in university enrolment across public universities. For instance, the university enrolment dropped by 1.7 per cent in 2018/19 academic year. Additional factor that has contributed to recent decline in university enrolment is the recommendation by the Kenya National Examination Council that students who had attained grade C and below in the KCSE examinations were eligible for admissions to TVET institutions (Maina et al, 2019).

The benefits of technical skills and entrepreneurship, such as new jobs, higher income and increased wealth, are especially noticeable in Kenya, generating income and improving livelihoods of most low income households (Kwaku, 2019). According to a recent economic survey, 84% of the new employment opportunities were created in the non-formal sector in 2018 (KNBS 2019). However, the benefits from entrepreneurial activity are highly variable among social groups. In particular, PWDs

often find it difficult to penetrate high-growth entrepreneurial ventures (McGreevy, 2015).

Although much growth has taken place in the informal sector, PWDs have lower participation rates in the labour market. As a result, they are unable to lift themselves out of poverty (ILO, 2007). Fewer employment opportunities, lower employment rates, and low levels of educational attainment, as well as type of disability, have also been reported to further impact on poverty rate among persons with disabilities in rural areas (Kett, 2012). A 2013 research across seven African, four Asian and four Latin America countries used economic deprivation as a measure of how poverty affected the inclusion of PWDs in socio-economic spheres (Mitra et al., 2013). The findings established that 67% of PWDs were economically deprived compared to 52% of persons who do not have impairments in Kenya.

Marginalization of PWDs has been connected to factors such as lack of access to education that meets specific disability needs, discriminatory practices, stigma and negative attitudes, inaccessible environments that limit access to opportunities as well as communication barriers (Kett, 2012). However, there is already recognition across nations that one possible opportunity for increased labour force participation by PWDs is self-employment and entrepreneurship (Halabisky, 2014; Hwang & Roulstone, 2015).

Kenya's development blueprint, Vision 2030 and the 2030 Agenda for Sustainable Development Goals (SDG), reaffirm the principle of "leaving no one behind" in the journey to progress. This resonates with the international commitments and consensus that "no goal is considered met unless it is met for everyone" (UN News, 2019). As a primary engine for economic development, entrepreneurship remains a viable

livelihood option for all, including PWDs (Cooney, 2008). Technical training and entrepreneurship education is thus central to achieving inclusive socio-economic growth.

Kenya like the rest of Sub-Saharan countries has a large number of state-sponsored technical training centres. While the expansion of TVET centres has led to some promising innovations, they have not been without challenges and shortcomings. Local technical institutions have not been able to deliver quality and relevant training programmes (Muthaka & Maina, 2019). In many instances, they offer inadequate and less relevant skills for the labour market. Poor state funding has aggravated the situation and led to disastrous results on quality.

Moreover, the ownership and management of public training institutions in Kenya are complex and fragmented. Formal skills training in colleges and universities fall under the Ministry of Education. Additionally, other ministries such as Labour, Agriculture, Energy and Petroleum, Information and ICT, Tourism and Public Works have specialized technical training centres. Further, county government and National Government Constituency Development Fund (NGCDF) have sponsored various kinds of vocational training centres. Further, the national government has established specialized training centres for PWDs. Recently, the government established Technical Vocational and Entrepreneurship Training Authority (TVETA) to reorient TVET training in Kenya. As a result, a competency-based qualifications system has been introduced.

The Karen Technical Training Institute for the Deaf (KTTID) is one of the only six accredited TVET institutions in Kenya for persons with hearing and/or speech impairment (the deaf) integrated with those without disability. While the institution

has provided technical training for close to three decades, Kett (2012) reported that PWDs form eighty per cent of the sixty four per cent of the unemployed population in Kenya. The concern is therefore why TVET training has not helped reduce unemployment and support economic empowerment among TVET graduates with disabilities. This study therefore, will evaluate the contributions of TVET to enterprise development among the deaf graduates from Karen Technical Training Institute for the Deaf.

1.2 Problem Statement

TVET institutions are widely seen as a means of creating self-reliance among graduates transiting to the world of work (Bennell, 1999; Odora & Naogo 2015). Thus, TVET education is considered key to poverty alleviation among the marginalized groups including PWDs and is considered vital to the realization of Sustainable Development goals. A report by Badawi (2013) recognizes Kenya to be among countries that have achieved tremendous growth of self-employment among TVET graduates with over 40% starting their own business. Part of the success has been credited to integration of entrepreneurship training into the TVET curriculum that encourages its graduates to become innovative and confident in taking risk and establishing enterprises (Badawi, 2013).

A report by the Kenya Labour Market Information System in the year 2016 showed high absorption of TVET graduates from both private and public institutions to the labour market compared to university graduates. Graduates who had taken TVET courses at artisan, crafts, certificate and diploma levels, constituted the majority of people entering the labour market (KLMIS, 2019).

Despite the high TVET graduate absorption in the labour market, about 62% of graduates from TVET and universities are among the three million unemployed youths in Kenya (Badawi, 2013). With 520,100 graduates entering the job market annually in Kenya, only an estimated 125,000 youths are absorbed in the formal sector (GOK, 2012), whereas for the rest it is not clear whether all of them get absorbed into trade, commerce or manufacturing sectors. In addition Mgedi et al (2013) in their review of literature on labour and business outsourcing in Kenya indicated that nine out of ten unemployed Kenyans were youths below 35 years old. The review further showed that the majority of holders of both technical and non-technical qualifications remained unemployed despite their education.

The presidential directive in the Legal Notice 114 of June 2013 and the Public Procurement and Asset Disposal Act 2015 provide that 30% of all national public tenders should be awarded to women, youths and PWDs through the Access to Government Procurement Opportunities (AGPO). A review by a civil society organisation on impact of AGPO on business opportunities for women, youths and PWDs in Kenya based on the national tenders gazette between 2013 and 2016, found that there were 40,860 enterprises registered with AGPO of which 54% were owned by youths, 41.1 owned by women and only 4.9% by PWD of the (Hivos, 2017). Given that only 7.71% of the tenders had been awarded to the Youth, women and PWDs by the year 2017 means that less than one percent of the tenders might have gone to enterprises owned by PWDs. This could possibly be attributed to the low number of established and registered enterprises by TVET graduates with disabilities.

Judging from these statistics, the anticipated impact of TVET training on enterprise development, especially among deaf TVET graduates remains unclear. This situation is aggravated by sustained preference for white collar jobs among universities and

TVET graduates (Mungai et al, 2018). According to Brijal (2011) only a small proportion of TVET graduates became entrepreneurs. Thus, a mismatch continues to be witnessed between the anticipated and actual level of graduates participation in enterprise establishment (Mungai et al, 2018). This research therefore assessed the influence of TVET training on business development among deaf graduates from Karen Technical Training Institute for the Deaf.

1.3 Key Research Question

How has TVET education contributed to the development of entrepreneurship among graduates with disabilities (GWDs) from the Karen Technical Training Institute for the Deaf (KTTID)?

1.3.1 Research Questions

1. How does TVET education at KTTID prepare trainees with disabilities to create and operate enterprises upon graduation?
2. What is the nature and adequacy of policy support received by TVET graduates with disabilities to create and operate new enterprises?
3. What enterprises have the graduates with disabilities from KTTID created in the one decade up to the year 2019?
4. What impediments do the TVET graduates with disabilities from KTTID face in establishing and operating of enterprises?
5. What are the strategies for overcoming impediments to enterprise development among KTTID TVET graduates with disabilities?

1.4 Study Aim

To assess the influence of TVET training on enterprise development among KTTID TVET graduates with disabilities in Nairobi and surrounding areas.

1.4.1 Specific Objectives

1. To assess how TVET education at KTTID prepares trainees with disabilities to create and operate enterprises.
2. To assess the nature and adequacy of policy support to TVET graduates with disabilities from KTTID to establish and operate new enterprises
3. To identify the fields of entrepreneurship that TVET graduates with disabilities from KTTID engage in.
4. To analyze the impediments to the establishment and operation of enterprises among KTTID TVET graduates with disabilities.
5. To evaluate the strategies for overcoming the impediments to enterprise development among KTTID TVET graduates with disabilities.

1.5 Justification of the Study

TVET training and enterprise development among graduates have been perceived in many countries as the panacea to youth unemployment. A study report by Simiyu (2010) broadly discussed the best practices among TVET institutions relating to transition from technical training to the career fields indicating that more than forty (40) percent of TVET graduates established their own businesses and over twenty (20) percent of those on paid jobs also establish businesses at some point in their lives. However, his study did not document or specifically address the issue of TVET graduates with disabilities. This research study will contribute to literature and advance knowledge on TVET training and enterprise development among graduates with disabilities.

The findings will also serve the TVET institutions to evaluate the status of preparedness of the graduates they trained to establish and run enterprises. It will also help entrepreneurs with disabilities in Kenya to analyze the impediments to the establishment and operation of enterprises and evaluate strategies which can help them overcome the impediments identified. Lastly the study will help mainstream information eliminating barriers experienced by PWDs in establishing and running of enterprises and help the stir up self-reliance.

1.6 Scope and Limitations of the Study

The study assessed the impact of TVET training on enterprise development among KTTID TVET graduates with disabilities. The study was limited to graduates who were deaf, involved in enterprise operation and had exited the KTTID between the years 2010 and 2019. The institution being the only one of its kind closest to the people from eastern, north eastern, central and Nairobi regions of Kenya would have both national and regional catchments in student enrolment thereby representing a national profile of respondents. The graduates were traced within one hundred kilometers radius of Nairobi central business centre. Therefore, the results may not be generalized to the graduates without disabilities or with other form of impairment not related to deafness defined as person with hearing or voice impairment and are reliant on Sign Language for communication.

The study anticipated various limitations that might be encountered during the field work that could affect the conclusions and generalizations from the findings. These limitations included communication barrier since the target graduates use Kenyan Sign Language to communicate. The challenge was addressed by the researcher using sign language interpreters to clarify questions in the data gathering instruments. The

use of interpreters presented the possibility of introducing biases in interpretation as well as the possibility of communication breakdown as the sign language interpreter mediation might distort some facts or alter some meanings. The challenges were addressed by the researcher and sign language interpreter going through the survey instruments to have a common understanding of each question before meeting the respondents. Developing pre-coded questions and the researcher being present in all interview sessions helped to minimize information distortion and loss of meaning.

Tracing and contacting graduates was another anticipated challenge. The researcher contacted KTTID alumni association and social networks like the Whats' App groups in order to maximize on contacts with TVET graduates and to ease traceability. The busy schedules of the entrepreneurs with disabilities also made it hard to gain adequate time when interacting with the respondents and could have affected the quality of responses during the interviews. Hence the researcher conducted the interviews with the respondents during off peak hours or after working hours. The researchers also employed direct and participant observation techniques to enrich and maximize on information gathered.

CHAPTER TWO: LITERATURE REVIEW

2.1 Concept of Entrepreneurship

Africa as a continent has played an important role in growing entrepreneurship as set out in the Sustainable Development Goal (SDGs) number eight that carried over the Millennium Development Goals (MDGs) which lapsed in 2015¹. It explicates the importance of developing and implementing strategies for decent and productive work for youths to tackle the rising unemployment. Approximately 600,000 university and TVET graduates enter the labour market each year in Kenya. However, owing to slow economic growth, corruption, nepotism in job appointments and demand for experience by prospective employers, most graduates remain unemployed (Mourello et al, 2013). The unemployment rate in Kenya rose from 6.8% in 1978 to 11.6% in the year 2017, with the inactive youth population below 24 years growing to be 37% in the year 2011 (Mourello et al, 2013 & UNESCO, 2018).

Entrepreneurship promotes technical skills and innovation which leads to job creation that is critical to economic growth and social development (Sigu, 2017). This is possible due to the flexible nature of the enterprises created with significant capacity to adjust and opportunity for rapid decision making (Frattini & Kotlar, 2016). According to Ugwu & Ezeani (2012) an entrepreneur is defined as one who takes on innovations, finances and starts up business.

2.2 TVET Training and Entrepreneurship

TVET has been viewed as a means to producing multi-dimensional professionals who in turn drive service provision as employees or self-proprietors (Rosini et al, 2008 & Fretwell, 2003). Likewise Sifuna (2010) argues that a nation cannot unravel the

¹<https://unstats.un.org/sdgs/report/2019/The-Sustainable-Development-Goals-Report-2019.pdf>

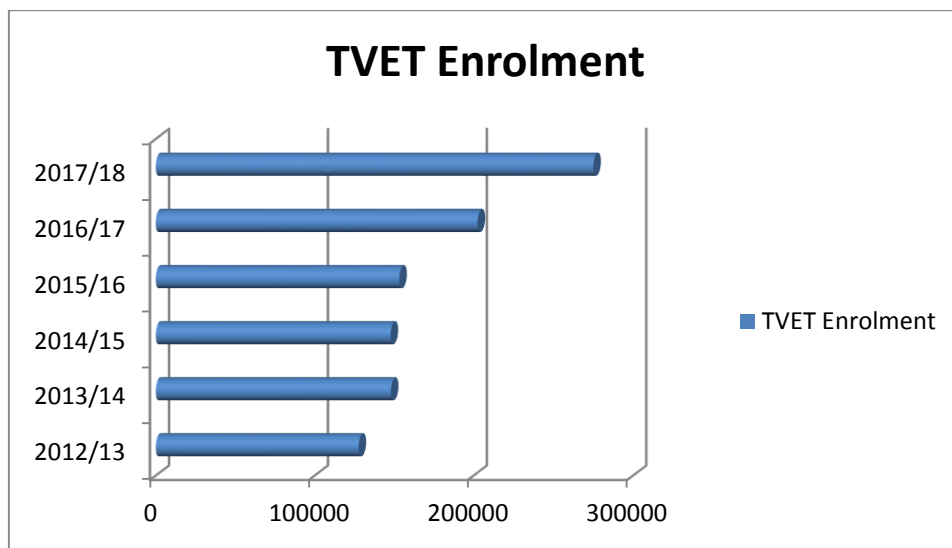
growing unemployment among graduates by providing theoretical education alone or mere technical skills training. In these regard Haolader (2015) suggests that combinations of general knowledge, technical and enhanced entrepreneurial skills are major tools that would facilitate business and self-employment opportunities. Thus in Kenya, the momentum to reignite entrepreneurship in the education system was led by the Kamunge commission in the 1990s. The commission recommended, among other things, that entrepreneurship training is offered in all the TVET institutions (GOK, 1988).

There are over 700 TVET training institutions in Kenya targeting forty six percent (46%) of the population, aged below 24 years who do not proceed to tertiary institutions (UNESCO, 2013). TVET training and entrepreneurship education has been viewed to promote individual skills that are valued by both the community and the society (UNESCO, 2013). The general goal of TVET training is to develop in graduates appropriate attitudes such as self-awareness, confidence and to impart relevant knowledge and practical skills (Haolader, 2015).

The TVET curriculum is primarily designed to improve reflection on life decisions and practical competences which encourage critical thinking and innovation among graduates (Sigu, 2017). This is meant to orient the graduates more to self-employment since the curriculum is a training framework that guides what students learn from and practice. Following the efforts to encourage TVET education, there has been a marked expansion in student enrolment since the year 2012 as shown in the Figure 1 below (KNBS, 2018). In addition the Kenya University Act no. 42 of 2012 provides for full access to bursaries for TVET students upon application through the Higher Education Loans Board from the year 2013. The move was intended to

make TVET more appealing to prospective students and increase the number of TVET students completing their courses with minimal financial constraints. Mbogo (2011) also argues that entrepreneurship will not only help solve youth unemployment but also the growing youth delinquency through self- reliance.

Figure 1: TVET enrolment (Source: KNBS Economic Survey 2018).



(Source: Author, 2019)

As Figure 1 above shows the expansion of opportunities for TVET training as well as availability of bursaries reflects in the steady growth of student enrolment between 2012 and 2018. The percentage increase in enrolment was approximately 225%. Despite these developments, a study by Kamau (2013) on challenges experienced by TVET institutions in Kiambu County found that TVET graduates were unable to fully realize their entrepreneurial capacity and to utilize their community resources for self-reliance. Similar challenges were documented by the KNBS in a 2007 survey that found that 3 out of every 5 startup businesses failed within the first few months of their operations. These findings raise questions on the contributions of TVET trainings to successful enterprise creation among graduates. It further brings into

question the impact of introduction of entrepreneurship education in TVET training to propel the self-employment drive among graduates (Badawi, 2013). The success of TVET training in Kenya therefore depends on how its graduates are able to respond to the prevailing, and emerging challenges in the economy and to be self-reliant (UNDP, 2010).

2.2.1 Enterprise Development among TVET Graduates

One of the expected outcomes of TVET training is to create a workforce for economic development in fields such as business, agriculture and manufacturing. TVET training curriculum is also intended to transfer skills and nurture abilities that are essential to making graduates self-reliant (Chambongwa, 2017). It is in this respect that UNESCO (2003) endorsed TVET as an important way to open various career possibilities leading to self-reliance and autonomy among persons with disabilities.

Likewise, a United States of America presidential task force (2002) reported higher self-employment rate of 12.2% among PWDs compared to 7.8% of adults without disabilities. This corroborates the findings by Harper and Momm (1989) that PWDs preferred establishing their own enterprises due to their desire to be independent and self-reliant. A research in Australia in 2010 also found that, twenty percent (20%) of TVET graduates established their own businesses while in China it was twelve point eight four percent (12.84%) during the same period (Badawi, 2013).

On the other hand, a KNBS survey of small and medium enterprises in 2016 established that there were only an estimated 1.6 million licensed businesses whereas 5.7 million businesses were without licenses in Kenya. The figures affirm the importance of entrepreneurship in the country but details of involvement of PWDs in the creation or ownership of these enterprises remains unknown. A study by Simuyu

(2010) on entrepreneurship development by TVET graduates in Kenya also reported that more than 40 percent of the TVET graduates started their own businesses upon graduation. On the other hand over 20 percent of those on paid jobs at some point also created their own businesses even while remaining employed (Haolader, 2015). It was not however clear whether all these businesses survived. It was also not clear who operated licensed and unlicensed enterprises.

2.2.2 Areas of TVET Graduates' Involvement in Entrepreneurship

The TVET institutions provide a wide range of programs ranging from artisan, crafts certificates and diploma level training. Graduates undertake final competency assessments by the Kenya National Examination Council (KNEC) for diploma and certificate courses. The students who take crafts do the trade test starting with grade three which is the lowest to the highest grade one through the National Industrial Training Authority (NITA) to ensure graduates are ready for the work world. The general structure of TVET programs offered in Kenya covers practical and theory courses such as hospitality and tourism, mechanical and electrical engineering, agribusiness, clothes design and fabric manufacturing, building and construction and hair dressing and beauty therapy (Haolader, 2015).

A study in Rwanda by Josephat et al (2013) found out that most PWDs established automotive repair, carpentry, dressmaking, tailoring and embroidery workshops, eateries, second hand clothes and shoe stores. However in their study they did not specify the types of disabilities the entrepreneurs had nor the nature of training the traders had undergone. Thibault & Kanetkar (2002) suggested that entrepreneurial choice can be influenced by factors such as the demographics, skills, technology and the business exposure itself. PWD owned enterprises are traditionally found in the

sectors such as food and agriculture, fabrics and ready-made garments, metal work, products designed from leather, wood and bamboo furniture and decorations (Haolader, 2015).

The TVET Act of 2013 shows that the curriculum used in TVET institutions is majorly based on theory owing to the limited linkages between training institutions, technology development and industries. Rumbagumye (2007) also noted that curriculum needs to be appropriate to trainees' cognitive abilities and language of proficiency to mould self-reliant graduates. Moreover, there exist a mismatch of skills acquired during TVET training and skills required to enter the job market (Anindo, Matula & Mugambi, 2016). TVET training is further expected to enhance the graduate's ability to secure and maintain self or wage employment in all sectors (Anindo et al, 2016). This study therefore examined the match between the training or education received and the field of enterprise the PWD TVET graduates engage in.

2.3 Disability and Entrepreneurship

Globally over 600 million people live with disabilities (UNFPA 2007). Out of these 80 million live in Africa (UNFPA 2007). While there are numerous causes of impairment, it's mainly attributed to malnutrition and illness, exposure to environmental sound hazards and congenital or birth defects.

The UNCRPD Preamble (2006) recognizes the challenges of disability are aggravated by the environmental and institutional barriers encountered in education and career life of PWDs. These barriers impede PWDs full and effective involvement on an equal footing with those without disability in society. Eliminating these barriers would therefore improve independence among persons with disabilities. According to Harper and Momm (1989) some of the benefits of PWDs targeted interventions or

programs are the stimulations of autonomous problem solving and innovation among persons with disabilities. In this respect the founding goals of TVET institutions for specific disabilities have been to help students with disability to overcome obstacles that constraint their daily lives as well as professional lives.

The Kenya National Survey for Persons with Disabilities in 2008 reported that majority of PWDs worked in the informal sector and a few served in other formal professional fields like health care and teaching. However the survey identified communication barriers and discrimination as the major impediments to the daily lives and professional development of PWDs (Mugo et al, 2010). The study therefore assessed how TVET training promotes technical and entrepreneurial skill development among GWDs.

2.3.1 Limitations of TVET GWDs in Establishing Enterprises

TVET training is designed to create dynamic and interdisciplinary links to enhance competitiveness of graduates. They are expected to provide appropriate environments for graduates to realize their dreams through the diverse, self-directed and adoptive practice to address ills arising from inequalities (Maclean, 2013). Despite the efforts to minimize the constraints that PWDs might face in acquiring education and professional skills, these TVET GWDs encounter additional challenges after graduating (Maclean, 2010). According to ILO (2008) and Mugo (2010) globally PWDs face a myriad of challenges when trying to develop their careers.

According to Kamau (2013) the deficiencies in TVET trainers training in Kenya have also affected the graduates education and professional development. The important competitive soft skills such as problem solving, communication and professionalism have been compromised by use of old and rigid curriculum that do not incorporate

these vital components. The study therefore examined how the TVET training prepares PWDs for anticipated challenges in the field of entrepreneurship.

2.4 Kenyan Law and Policies on Promotion of TVET and Entrepreneurship

The opportunities for personal and professional growth require unhindered access to education (ILO, 2007). Kett (2012) argues that discrimination and marginalization of PWDs is perpetuated when they are not accorded opportunities to enroll for education or when their low academic attainments constrain their professional growth. The Sustainable Development Goal number four emphasizes on importance of nations having inclusive and equitable access at all levels of education and technical training. Chapter four of Kenyan constitution 2010 and especially articles 43, 54 and 55 also commit the government to ensuring education institutions offer learning that is compatible to the needs and accessible to PWDs. In order to address these problem of rising unemployment among tertiary education graduates the government of Kenya has in recent years identified TVET education as an important means to broadening career opportunities particularly to PWDs in the country (World Bank, 2011).

Kenya's development blue print encapsulated in the Vision 2030 thus identifies TVET as a key pillar of economic development². The government policies on business registration, taxation, licensing and procurement that are designed to promote entrepreneurship are key components of the economic pillar of the Vision 2030 blue print. Subsequently a World Bank survey of 2013 ranked Kenya among countries with improved business environment as a result of these policies. Articles 54, 55 & 227 of the Kenyan constitution 2010 further provide the right to access to productive and decent work as well as access to information through appropriate mode of communication including sign language, braille or large prints.

² <https://vision2030.go.ke>>publication.

However, according to the civil society organisation HIVOS (2016) despite all these provisions entrepreneurs with disabilities face persistent challenges in securing business opportunities. The affirmative action outlined in the Kenya's constitution 2010 and the Public Procurement and Asset Disposal Act 2015 stipulate that 30% of all public tenders be granted to women, youths and PWDs through the AGPO. However, to qualify for tenders under this program the PWDs are required to register with the National Council of Persons with Disabilities (NCPWD). Since impairments like deafness or dumbness are not visible, the disability identification card by the NCPWD is of great value in authenticating the impairments. Further the NCPWD facilitates the welfare of persons with disabilities by disbursing the National Disability Fund (NDF) to registered PWDs to initiate income generating activities.

Other benefits available to PWDs that are registered with NCPWD include the opportunity to apply for tax exemption with Kenya Revenue Authority (KRA) for an income of up to KES 150,000. Other tax benefits to registered PWDs are import duty exemption for disability customized motor vehicles and free or subsidized assistive devices such as hearing aids, white cane and wheel chair (GOK, 2010). Despite the efforts to expand education and training opportunities in Kenya, unemployment remains a major challenge (World Bank, 2011). This study therefore assessed the effectiveness of policy support for deaf TVET graduates to create and sustain their businesses.

2.5 Theoretical Framework

This research employed the achievement motivation theory by McClelland (1961) to test and analyze the relationship between TVET training and enterprise development. This theory is one of the principle psychological theories of entrepreneurship. The theory is premised on three motivation drivers: the need to achieve (n-Ach), the need to affiliate (n-Aff) and the need for power (n-Pow). According to this theory, an individual has one dominant driver that they learn, acquire or seek and often this needs overlaps. However, the three drivers can be isolated and assessed in any group since they are linked with distinct human motives.

Achievement motivation theory suggests that an entrepreneur with high n-Ach is likely to engage in more risk taking while operating an enterprise compared to one with low motivation to achieve. The greater the n-Ach, the higher the performance of the entrepreneur's output that leads to them to greater profitability as a reward. The need to achieve plays a key role in entrepreneur's decision to develop a business, setting the goals s/he would want to achieve and how they will handle their competitors. The n-Ach further enables an entrepreneur to offer products that offers solution to the business clientele. This study assessed how the need to achieve motivation drives KTTID GWDs to establish and run their businesses.

The theory further emphasizes that the need for affiliation drives an entrepreneur to create a business name or brand that is attractive to customers or clients. The desire to belong and work as a group or have successful partnership further drives the entrepreneur to develop their inter-personal and social relationship skills that TVET training mould in the graduates. Entrepreneurs with high n-Aff would have a strong desire to create unique or distinct goods and services. Entrepreneurs with high n-Aff

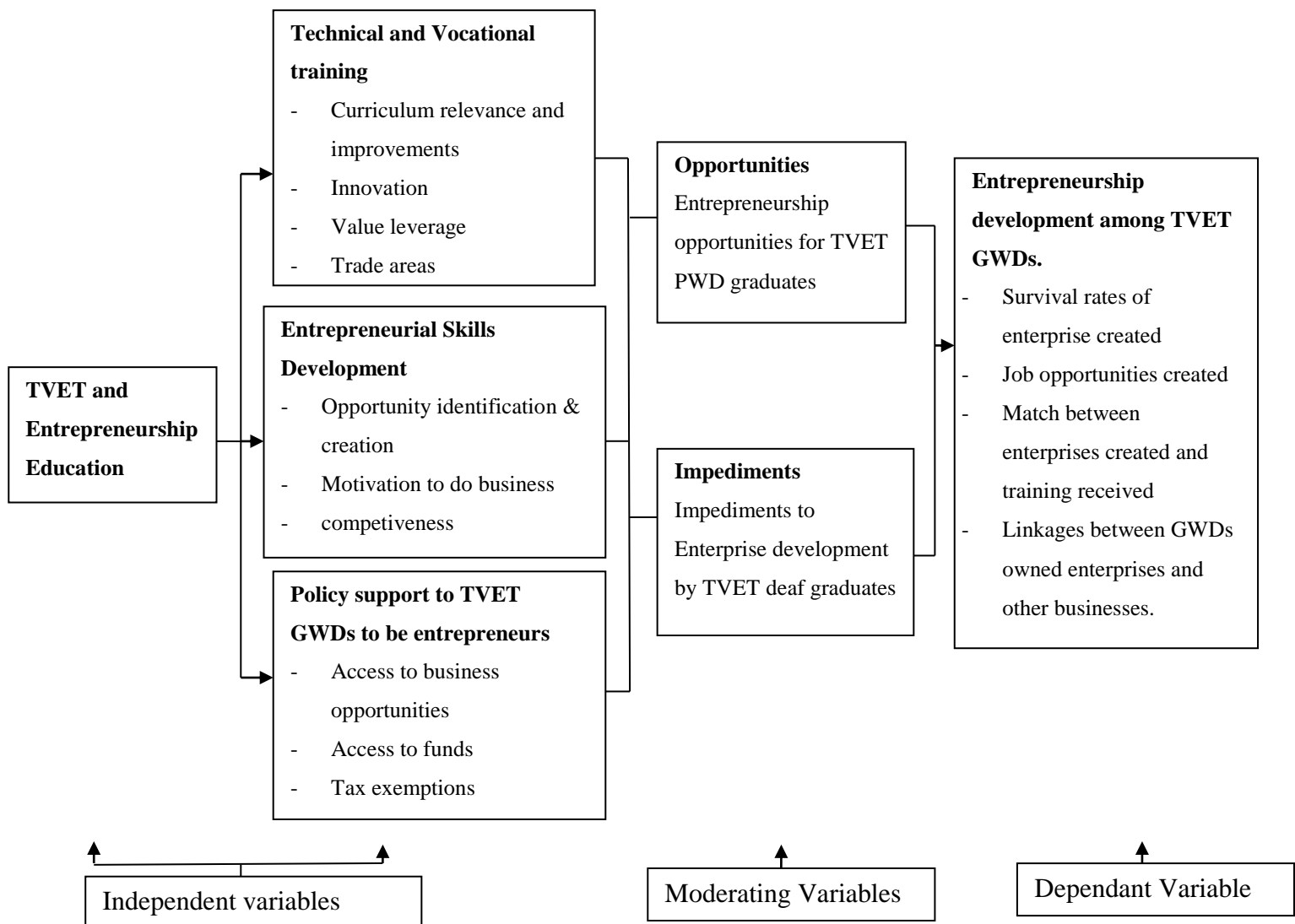
also maintain friendship and loyalty to their customers or brand which would keep their customers flowing even if they have moved to different locations. On the contrary the n-Aff in certain circumstances may drive an entrepreneur to stick to a particular business premises or location or even products line when the business conditions do not favor its competitiveness. The study seeks to establish how GWDs with high need for affiliation run their enterprises and keep them competitive.

On the other hand, entrepreneurs with high need for power want to control and secure business opportunities. They tend to seek and build networks that favor the growth and sustainability of their business such as the tax exemptions, business funding/grants and AGPO business opportunities. In addition they tend to empower themselves by attending continuous training in their career fields and conducting research on new business opportunities. The study therefore investigated how TVET GWDs utilise n-Pow concept in growing and sustaining their business.

2.6 Conceptual Framework

Conceptual framework has been defined by Miles & Huberman (1994) as a diagram or a written narrative explaining the key concepts and their presumed relationship in a study. The proposed conceptual framework for this research is as shown in Figure 2.

Figure 2: Conceptual Framework



Source (Author, 2019)

In this framework TVET and entrepreneurship education is the predictor (independent) variable whereas entrepreneurship development among deaf TVET graduates of KTTID is the dependant variable. The implicit assumption here is that the stronger the TVET and entrepreneurship training the higher the likelihood that graduates will be successful at creating and sustaining their enterprises.

2.7 Definition of Key Terms

Entrepreneurship the processes in which people take advantage of favorable opportunities to generate fresh/ run businesses by adding value to market assets.

Entrepreneurship training It enables people who aim to set up business through structured teaching and well established curricula to improve their enterprises and understandings.

Person with Disabilities Persons with long term physical, visual ,intellectual or sensory impairments that may impede their full involvement in the community on an equal footing with those without impairment in their interaction with institutional, environmental or attitude barriers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology of the study describes how the research questions will be answered and how the objectives will be achieved (Shanti & Shashi, 2011). This chapter therefore describes the study setting, research design, and unit of analysis and the sources of data. It also describes the sampling methods, the data gathering tools and techniques, the ethical standard observed and the methods of data analysis and interpretation.

3.2 Study Setting

The specific study area was Nairobi and the surrounding areas up to a radius of one hundred kilometers from the Nairobi central business district (NCBD). From initial field visits, it has emerged that majority of TVET graduates from KTTID tend to settle in Nairobi and the surrounding areas. Few of these are known to move to other towns or counties within and outside Kenya. This study focused on deaf TVET graduates from KTTID who have exited the institution within the last ten years and live within the one hundred kilometer radius of NCBD and do business. The study made observation and gathered data from enterprises established by the deaf TVET graduates of KTTID within the one hundred kilometer radius.

3.3 Research Design

This study employed a mixed methods design. It utilized a combination of survey and case studies methodology. The survey aimed to generate data that can be analysed quantitatively and used to compare across the different cases of deaf TVET graduates of KTTID. The case studies generated in-depth qualitative data about the individual cases.

3.4 Data Types and Sources

The data for this study was classified into two categories primary and secondary data. Primary data was gathered from deaf TVET graduates of KTTID engaged in business within the Nairobi region. Other primary sources were staff of KTTID, TVETA, NCPWD, officials of NITA and KNEC. Others would be officials and staff of YEF, MSEA and AGPO. Secondary data was obtained from published and unpublished written sources such as KTTID graduate list, graduates contacts, reports from TVETA, NCPWD, journals, books and online materials.

3.5 Sampling Procedure and Sample Size

The snow ball sampling approach was used to identify and trace the TVET graduates involved in entrepreneurship and had exited the KTTID between the years 2010 to 2019. Due to the inability to obtain contact list of TVET graduates from the KTTID, the Deaf Empowerment Kenya assisted the researcher to identify and trace respondents through their database of Deaf Persons living in Nairobi County. The identified respondent helped to provide information to trace another Deaf graduates from KTTID. The sample frame was drawn based on the year of graduation. The concentration of respondents was realized in Kamukunji, Roysambu, Kasarani, Embakasi North and East constitutions.

3.6 Data Collection Instruments and Methods

To collect qualitative data the study utilized questionnaire whereas interview schedules were used to obtain information from key informants such as the officials and staff of the TVET institutions and government agencies as described above. Observation methods were also used to gather data from the business establishments run by the individual deaf TVET graduates of KTTID.

Since the Primary respondents were deaf, the researcher engaged a sign language interpreter who interpreted the questions to the respondents in to Kenya Sign Language. In the field the questions were immediately recorded in English transcription.

3.7 Ethical Considerations

Before collecting information, the researcher secured written authorization letters from the relevant authorities and institutions. The researcher ensured that the study subjects or respondents in the field were properly informed of the nature and purpose of the study so as to obtain their written consent to participate in the study. The researcher also availed copies of signed consent letters to the individual respondents as an assurance of confidentiality. Finally the research subjected all the analysed data and report to the Turn-It- In software analysis for originality.

3.8 Data Analysis

The data from the survey were analysed quantitatively using descriptive statistics such as the mean, mode and graphical analyses on spread sheets. Qualitative data were analysed thematically based on data categories and emergent patterns.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

This study aimed to assess the influence of TVET training on enterprise development among KTTID TVET graduates who were deaf. The study therefore sought to assess how TVET education prepared trainees with disabilities to create and to operate enterprises successfully. It also sought to assess the nature and adequacy of policy support to TVET graduates with disabilities from KTTID to establish and operate new enterprises. It also sought to identify the fields of entrepreneurship that the TVET graduates with disabilities from KTTID engage in. The study further sought to analyze the impediments to establish and operate enterprises among KTTID TVET graduates with disabilities and evaluate the strategies for overcoming the impediments.

The study surveyed graduates who were deaf and had exited KTTID between the years 2010 to 2019. They were traced and contacted at places where they operated their businesses. A total of thirty six KTTID TVET graduates who were deaf were interviewed for this study. There were also eight key informant interviews conducted for the study.

The key informants were two staff from Deaf empowerment Kenya (DEK) and were themselves deaf. The DEK is an NGO whose main goal is to empower deaf persons and promote their inclusion in all aspects of daily living. One staff from TVETA which regulates TVET training to produce competitive graduates was also interviewed. One Micro and Small Enterprise Authority (MSEA) staff was also interviewed. MSEA deals with programs that provide worksites to micro and small

enterprises, facilitate access to local and international markets and build the capacity of SMEs. The researcher also interviewed two KTTID staff to gain insights into nature of training for the GWDs. In addition, two key informants from the directorate of industrial training, trade testing department were also interviewed to understand the nature of test the TVET trainees took and its adequacy in preparing the GWDs for the business world.

The data analysis and interpretation are presented based on the objectives of the research. For each objective, the data from the primary respondents, key informants and observations made during data collection are integrated appropriately. The presentation of results begins with a description of the socio-demographic characteristics of the population studied.

4.2 Socio-demographic Characteristics of the Respondents

This section presents the data on primary respondents' characteristics that include gender, age, the courses the graduate took at KTTID and the year they graduated, the qualification attained, the respondents' major occupations, their nature of impairment and their marital statuses.

4.2.1 Gender and Marital Status

The study interviewed a total of thirty six graduates from KTTID living in Nairobi and the surrounding areas. Twenty four respondents were male and twelve were female. Out of the thirty six respondents, only 5 male and 3 females stated that they were married at the time of the interviews. Table 1 below summarizes the distribution of gender and marital status of the primary respondents.

Table 1: Gender and Marital Statuses of the Primary Respondents

Gender and Marital statuses		Married	Single	Total
Gender	Male	5	19	24
	Female	3	9	12
	Total	8	28	36

Source (Author, 2019)

4.2.2 Types of TVET Training Received by the Respondents

The study established that at KTTID most of the deaf TVET graduates had done Carpentry and joinery training (19 %), Hair dressing and beauty therapy (14%) and business studies (11%). Few were found to have done other courses such as ICT, Motor vehicle mechanics, food and beverage production, Clerical Typing, Agri Business, Pastry and Baking, Electrical and Electronics, Fashion Design, Community Development and Ornament Making. There was no female GWD who had done Carpentry, ICT, Agri business and Motor vehicle mechanic courses. On the other hand no male respondent had done ornament making, pastry and baking and community development.

Table 2: Type of TVET Trainings Received by GWDs

Type of TVET trainings received by GWDs	GENDER		Total
	Male	Female	
Carpentry	7	0	7
Hair dressing and beauty therapy	2	3	5
Information technology	2	0	2
Food and beverage	1	2	3
Clerical typing	1	0	1
Auto mechanic	2	0	2
Agri business	3	0	3
Pastry and baking	0	1	1
Electrical and electronics	2	1	3
Tailoring and dressmaking	1	2	3
Business studies	2	2	4
Community development	1	0	1
Ornament making	0	1	1
Total	24	12	36

(Source: Author, 2019)

4.2.3 Age Distribution of Respondents

The study found that most respondents interviewed were aged between 25 to 34 years. Only three individuals aged over forty five years and four aged between 35 to 44 years among the population reached were involved in business. This means that majority of the respondents were youthful. This age distribution pattern corresponds with the findings by UNESCO (2013) that 46% of populations targeted by TVET institutions for enrolment are aged below 24 years. Hence these findings mean that the transition of TVET GWDs to business world is almost immediately after graduating. The age distribution of the TVET graduates interviewed is as shown in Table 3 below.

Table 3: Age Distribution of the Respondents

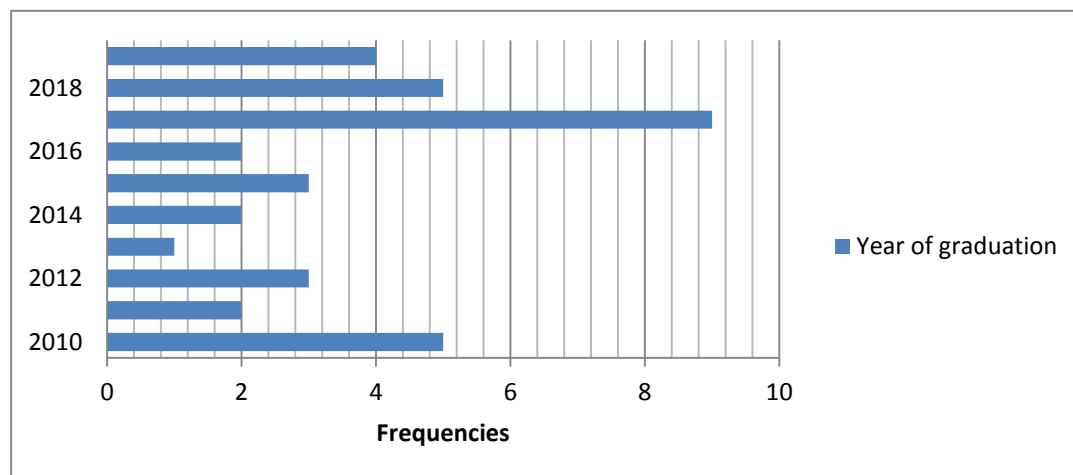
Age distribution of the GWDs	Frequencies
18 - 24	9
25 - 34	20
35 - 44	4
45+	3
Totals	36

(Source: Author, 2019)

4.2.4 Respondents' Year of Graduation

The findings show that majority of the respondents interviewed had graduated in the year 2017. Most of the respondents had graduated in the year 2015 and afterwards. This corresponds with the intensified TVET enrolment campaigns for rapid expansions by both the government and the TVET institutions. Over 60% of the GWDs were not only young but also transited almost immediately after graduating to the world of business. These could also show that majority had limited experience to set up and manage independent businesses.

Figure 3: Respondents Year of Graduation



(Source: Author, 2019)

4.2.5 Qualification Attained

The study found that thirty one per cent of the graduates had KNEC certificates in various courses and thirty one per cent had NITA grade III certificates in artisan courses. Both the NITA and KNEC craft examinations lay emphasis on mastery of the practical skills. The NITA grade one certificate and KNEC diploma are the highest professional qualification levels in TVET Colleges. Therefore the findings show that majority of the GWDs were at the lowest points in their technical and professional development paths.

Table 4: Qualification Attained by the Graduates

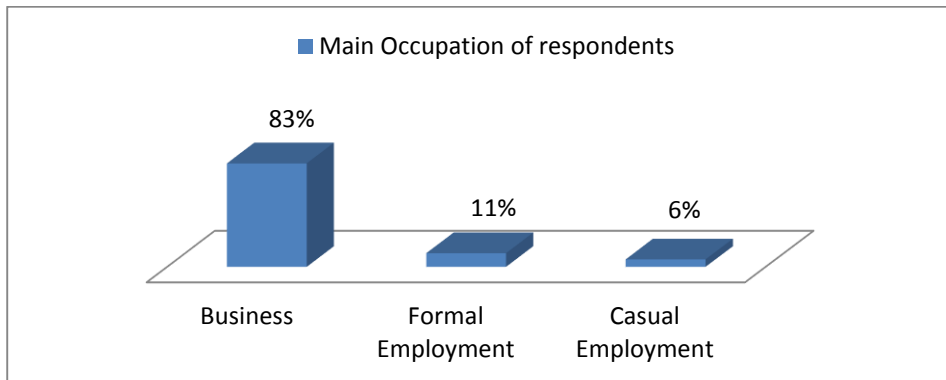
Training qualification acquired		
Examining body	Frequency	Percentages
NITA Grade I	3	8%
NITA Grade II	2	5%
NITA Grade III	11	31%
KNEC Certificate	11	31%
KNEC Diploma	4	11%
KTTID Internal Examination	5	14%
Totals	36	100%

(Source: Author, 2019)

4.2.6 Main Occupations of Respondents

The study found that eighty one percent (81%) of the primary respondents operated businesses as their major occupation. Whereas these respondents had businesses, a few of them were also employed either formally or were involved in casual work in industries. A few who were found to be formally employed were also running side businesses. The ones that were found to be doing casual work were alternating between wage employment and running businesses when not engaged in casual employment.

Figure 4: Respondents Main Occupations



(Source: Author, 2019)

4.3 Objective 1: TVET Training and Preparedness for Entrepreneurship

The study found that 63% of the respondents believed that the training prepared them to develop effective business strategy. While 37% of the respondents believed that the training did not adequately prepared them to develop business strategies that are effective. The study also found that 56% of the respondents believed that the training prepared them to produce goods and offer service. The remaining 44% disagree that TVET training did not prepare them to produce goods and offer services. The study further found that 50% of the respondents agreed to have been adequately equipped with entrepreneurial skills to start and operate their enterprises while 50% said they were not adequately equipped with the entrepreneurial skills.

Preparedness to Develop Effective Business Strategies

Developing of effective business strategy involves setting and effectively pursuing business goals, strategizing and running businesses competitively while minimising business risk. It also entails the ability to identify and respond to clients needs and to run a business competitively. The study found that most respondents (63%) had

acquired the skills to prepare and develop effective business strategies. This is demonstrated in one of the respondent's remarks as follows:

“Our trainer in college used to tell us we should not listen to the negative comments or fears raised by our friends and about business but do our best with less group influence to be successful. I set my goals, plan how to achieve it and dedicate my time. This has been my drive and that is why I am here today”

It is indeed true that the respondent is doing well as he reported to the interviewer. His business had a turnover of over KES 50000 (500USD) whereas majority of the other enterprises studied were making an average of KES 10000 (100USD) a month.

The study also found that seventy two percent (72%) of the respondents held the view that that they were sufficiently prepared to identify and respond to client needs. This was confirmed during the field observations where it was noticed that the entrepreneurs diligently took their time to design products that met the specifications their clients desired. They often took time to modify the product designs to meet the preferences of their customers.

The study however found that 37% of the respondents who believed that they were not sufficiently trained on how to assess and minimise business risks. This in a way limited their ability to develop effective business strategies.

Product Development and Business Positioning

This was found to involve identifying client needs and developing products to meet those needs. It also involved creating brands for a business which means an identifiable product name and value. It also involved positioning a business to develop and sustain a client base. The study identified the relevant skills to achieve these objectives to include interpersonal skills and customer relations.

The study found that 56% of the graduates believed they were adequately prepared to meet this objective. However, only 39% believed that they were prepared to identify market a niche and position their businesses accordingly. That means that 61% of the respondents were not able to develop products or to position businesses competitively.

Ability to Identify Business Resources and Build Networks

Ideally TVET and entrepreneurial training should enable a graduate to identify resources and build networks. These skills would enable an entrepreneur to seek and build networks with other businesses and support agencies and to further their personal and professional trainings. Other skills would include the ability to develop business proposal and apply for grants. This study found an equal split that is 50% each, between those who believed that they had acquired the ability to identify business resources and build networks and those who believed they had not. Further the study found that on the ability to develop competitive business proposals and apply for business grants only 45% of the respondents believed they were prepared to do so.

Table 5: TVET Training and Preparedness for Entrepreneurship Careers

Preparedness Among TVET Trainees for Entrepreneurship	Prepared	Not Prepared
Prepared to develop effective business strategies	63%	37%
Prepared to develop product and position business	56%	44%
Ability to identify business resources and build networks	52%	48%

(Source: Author, 2019)

4.3.1 Suggestions to Better Prepare TVET Trainees to Create and Operate Enterprises.

Majority of the respondents' reported that they required more entrepreneurial training on aspects such as identification of business opportunity and business management. This would help them exploit more business opportunities. The respondents also suggested that further training on developing business proposals would enable them to competitively apply and access business financing.

The respondents also suggested that training on written English could better their proficiency and understanding of effective business communication. This training would also help them communicate effectively with the hearing customers whenever they did not have sign language interpreters (SLI).

The interviewees also suggested that increased exposure to active enterprises in their respective fields of training and opportunity to practical experience through business incubation centres. This was because during internship some of them felt they were taken to dormant or struggling industries or enterprises that gave them limited opportunity to gain practical experience to run enterprises. .

The key informant from TVETA also suggested that TVET trainees need structured mentorship during training to not only assist in addressing the technical challenges in the fields they trained in but also experiencing the required business management and customer relationship skills.

4.4 Objective 2: Nature and Adequacy of Law and Policy Support to TVET GWDs to Create and Operate Enterprises

Kenya is among countries that have acknowledged that it is not life as usual for PWDs. The country has thus developed national and endorsed international legal frameworks to address the challenges of PWDs. This is because they have higher poverty level compared to the general population (World Bank, 2004). These legal frameworks include the PWD Act 2003, UNCRPD of 2006 and the Kenyan Constitution 2010. Currently the government is in the process of enacting the Kenya Sign Language law by publishing a bill in the month of July 2019.

The study therefore sought to assess the nature and adequacy of policy support received by the TVET graduates with disability. The research identified the registration status of the TVET GWDs with the National Council for Persons with Disabilities (NCPWDs), legal status of their businesses and their familiarity with the policy provisions as some of the indicators of the policy support. The study further sought to find out if the GWDs benefited from the policy support provisions. The research also examined the sources of information that the GWDs relied on, trainings they had attended and skills learnt and their suggestions on how to ensure more GWDs benefited from these policy provisions.

4.4.1 Status of GWDs Registration with NCPWDs and Legal Status of their Enterprises

The study found that there were only four male and three female primary respondents that had the required licensing for legal business operations. One of the respondents was employed to operate a business on behalf of an employer hence he was excluded when compiling businesses registration. The study established that 78% of the GWDs had not registered their enterprises. The meager registration of business is not a phenomenon with PWDs owned enterprises only but was also noted by KNBS surveys report in 2016, that an average of six million businesses operated in Kenya are not registered. The business registration distribution is summarized in Table 6 below.

Table 6: GWD Registration with NCPWD and their Businesses Legal Status

Gender	Business Legal registration status		Total
	Registered	Not Registered	
Male	4	19	23
Female	3	9	12
Total	7	28	35

(Source: Author, 2019)

The study also found that only 28% of the respondents were not registered with the NCPWDs. This means that majority of the GWDs believed that registration with the NCPWDs did not only help them to access support services but also to authenticate the nature of their disability since it was not visible. The distribution is summarized in Table 7 below.

Table 7 : Status of GWDs Registration with NCPWDs

Status of GWDs Registration with NCPWDs			
Gender	Registered	Not registered	Total
Male	17	7	24
Female	9	3	12
Total	26	10	36

(Source: Author, 2019)

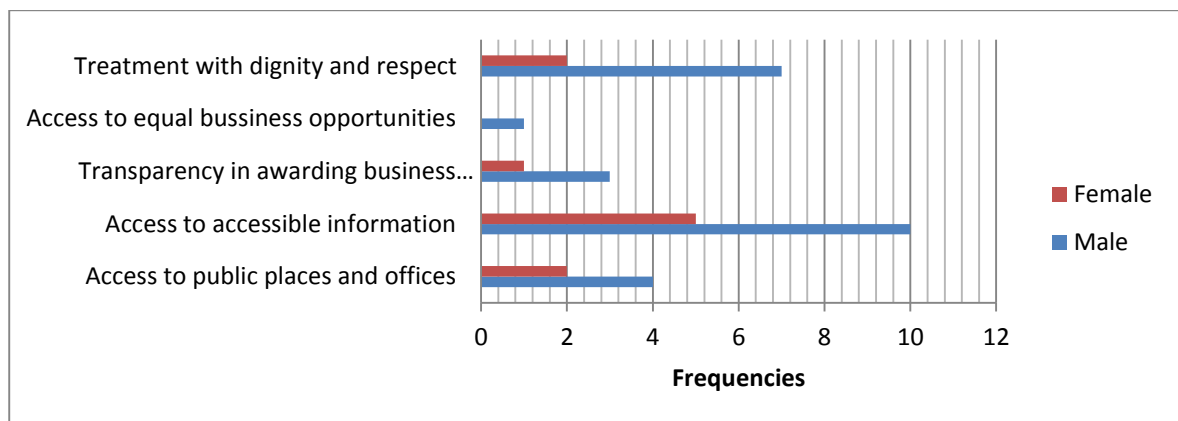
4.4.2 Respondents Familiarity with and Utilization of Policy Provisions

The study found that fifty eight percent (58%) of the GWDs were familiar with income tax exemption of PWDs earnings up to KES 150,000 and import tax relief on disability modified vehicles and assistive devices. However, the study also established that whereas many of the respondents' knew about tax relief benefit they did not know how to benefit from it. On the other hand the few who knew how to benefit considered the process lengthy, expensive and tedious. They sighted discouragement of the process that involved getting Kenya Revenue Authority (KRA) Pin number, apply to KRA for exemption and paying for cyber services to complete the process. This was confirmed during the field observations as the researcher only identified one entrepreneur operating a mini mart who had benefited from tax exemption.

The study found that majority of the respondents believed that laws and policies protected their interest and accorded them dignity and respect in their business operations. The study also found that the few respondents who benefited from policy provisions had high confidence in the public treating them with dignity and respect, ability to access information in accessible format and access to public places. However, the study established that the female respondents had the least level of confidence when it came to access of equal business opportunities and the transparency in awarding of public tenders. Given the study findings, there was low

level of confidence towards policy support to GWDs with only 25% of the respondents being able to benefit. Figure 5 below shows the policies provisions that the supported the GWDs.

Figure 5: Policy Provisions that GWDs and Enterprises they Operate have Accessed

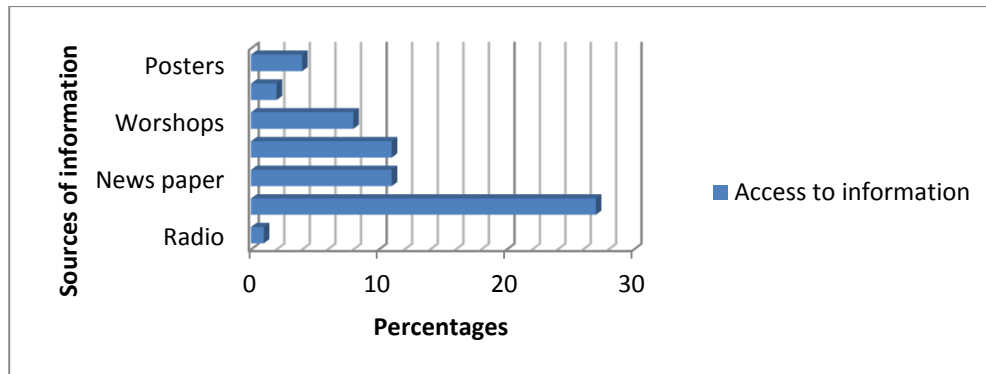


(Source: Author, 2019)

4.4.3 Access to Information

The study found that majority of respondents benefited most from policy on access to information received for example the access to information act 2016. They reported that their sources of business information were mainly television (27), newspaper (11) and internet/social media (11). All this signify the importance of written and visual information. That means more visual and written information should be utilized to communicate with deaf entrepreneurs. These would allow the deaf persons to interpret and understand the message being conveyed. Few of the respondents were found to rely on information from workshops/seminars attended Public meetings (Barazas), through posters or “word of mouth” from friends. Some of these do not resent a guarantee that there would be sign language interpreters to enable the deaf participates to benefit.

Figure 6: Key Sources of Information for TVET Graduate Entrepreneurs



(Source: Author, 2019)

The study also found that the document information that most respondents relied on were books (28%). The other recorded information sources were videos (22%), and pamphlets (19%). The study also showed that 44% of the respondents believed that the information they normally received was not helpful to them as entrepreneurs. This echoed findings by Kett (2012) that many PWDs experienced limited access to information and benefits from the existing policy provision aimed at promoting and mainstreaming disability issues. Kett further explained that an array of existing information passed through different media were not accessible to people with visual, hearing or speech or a combination of all these impairments.

4.4.4 Suggestions to Improve Access to Business Information by GWDs

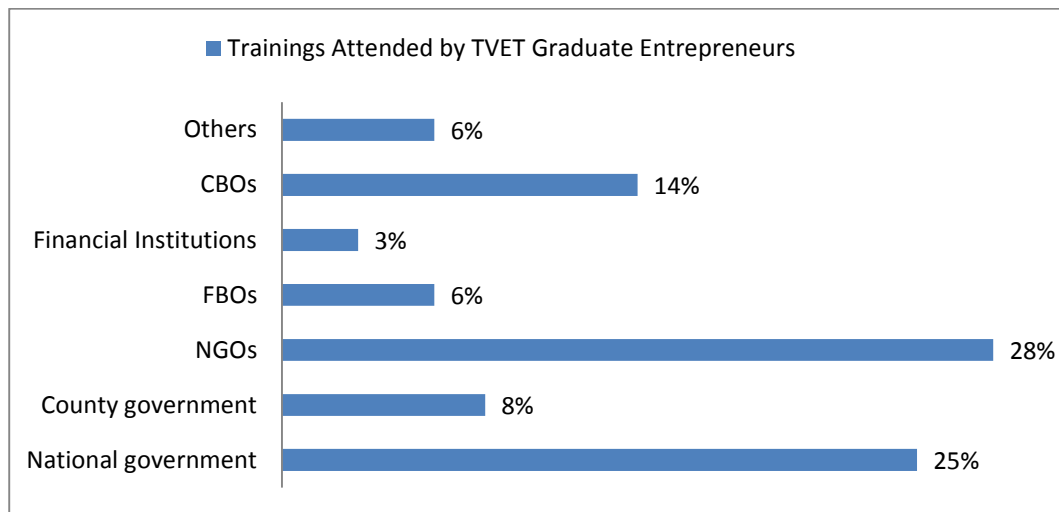
The respondents and key informants interviewed suggested that there was need for more television programs, announcements and adverts to be interpreted in Kenya Sign Language (KSL). This they argued would help information reach many people who are deaf. Respondents also suggested that fliers, pamphlets, calls for application for grants/funds and educational materials ought to be written in simple English with few words combined with symbols for ease of comprehension.

A key informant from Deaf Empowerment Kenya (DEK) further suggested the need to enlist key contact persons that could disseminate important information to the deaf through their social media platforms. For example the Micro and Small Enterprise Authority (MSEA) sub county officers could share important information such as training and grants opportunities with the PWDs on their social media platforms like What's App groups or Facebook pages. This could help create awareness and increase access to information in a timely manner.

4.4.5 Trainings Attended by the Respondents

The study found that few of the respondents interviewed (25%) had attended training programs. Majority of the respondents who had attended entrepreneurship related training programmes sponsored by NGOs. This was followed by a sizable number who had attended trainings sponsored by the national government as seen in figure 8 below. The study also found that very few TVET GWDs had attended entrepreneurship trainings sponsored by CBOs, FBOs, county governments and financial institutions. This would call for greater interest in financial institutions to promote and sponsor entrepreneurship training particularly the GWDs.

Figure 7 : Trainings Attended by TVET Graduate Entrepreneurs

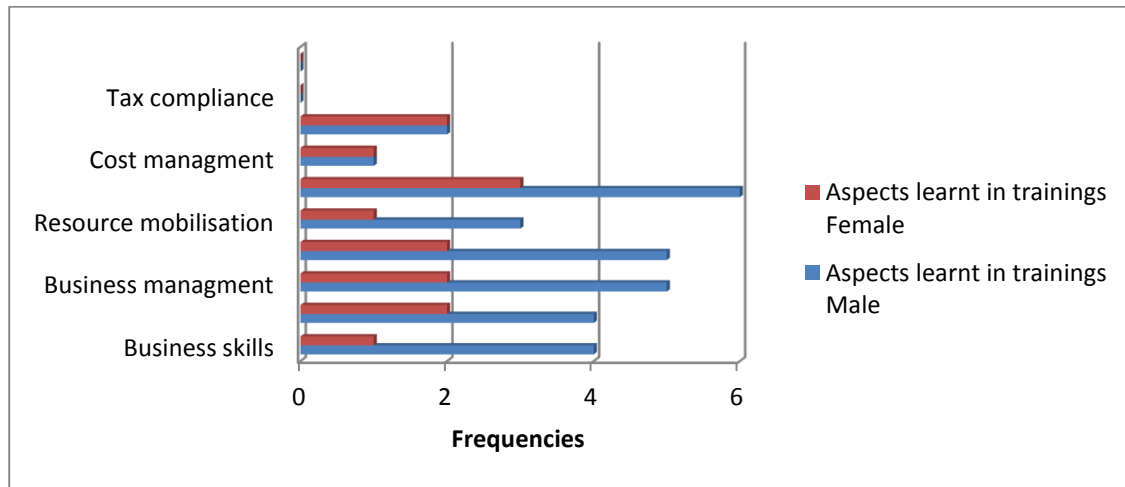


(Source: Author, 2019)

4.4.6 Nature of Trainings Undertaken by Entrepreneurs

The study found that among the respondents who had received entrepreneurship training, the three most common areas of learning were interpersonal relationship, marketing and business management. Other areas were customer relations, book keeping skills, resource mobilization, Innovation and cost management. The study also found that the male tended to have opportunities for training than their female counterparts. The study further noted on vital business areas like Business resource mobilization, only one female entrepreneur was trained whereas only three male entrepreneurs received such training. This is therefore an important area for agencies responsible for entrepreneurship development to pay attention to.

Figure 8 : Distribution of Aspects of Business Development Learnt



(Source: Author, 2019)

The study found that none of the respondents interviewed had received training on Tax compliance and public procurement in the preceding year. The findings also showed that the respondents had not applied for or been awarded any Access to Government Procurement Opportunities (AGPO). This finding confirms a report by HIVOS a civil society organisation report which in 2016 found that there was low registration of businesses owned by PWDs with AGPO.

The key informants from DEK also pointed out that a major impediment to the support of young entrepreneurs was their unrealistic expectations. For example they reported that in some instances whenever the youths were invited for training programs they demanded to be paid to participate. This would be taken a kin to demand for an inducement to participate in programs that would stand to benefit the participants directly. This would therefore explain the low levels of participation in entrepreneur training programs among the younger study respondents.

4.4.7 Suggestions on Improving Government Support to TVET Graduate Entrepreneurs

Most of the respondents suggested that the government should waive businesses registration fees for PWD-owned businesses. Such a policy would aid or enable the majority of them who did not have adequate finances to pay for registration and licensing of their businesses that often constituted substantial cost of business set up. They also proposed a consolidation of registration requirements in place of multiple licenses currently required to start a business as well as appointments of designated officer to help PWDs with the business registration processes. This they pointed out would reduce the time spent when moving from one place to another, save on cost and help minimize confusion. This study found out that without these measures the GWDs would continue to miss business and funding opportunities particularly due to failure to register businesses.

On the issue of access to information the respondents suggested whereas the decision by the government to have interpreters for live news telecasts was welcome, more still needed to be done. They specifically pointed out that the requirements of the sign language bill 2019 that PWDs notify in advance any institution they intend to access services from to provide SLI was one case in point. This would be difficult if the service or information sought was urgent in cases of tendering where correspondence with the client organizations was restricted.

Another suggestion the respondents gave that the government of Kenya should increase grants budget for TVET trainees to utilize in setting or expanding their businesses soon after graduating. Key informant from MSEA further suggested that training institutions should partner with other agencies who demonstrated excellent

technical and entrepreneurial skills were assisted to acquire tools, funds and space to establish their businesses. This would ensure that the talented GWDs were not idling or wasting away after graduating. The primary respondents also suggested that the government should establish special zones within the artisan industrial sectors for GWDs to benefit from.

The respondents also suggested that the government should designate part of the current higher education loan facility to aid TVET trainees to acquire appropriate equipment and tools to set up their technical vocations and enterprises upon graduation. They further suggested that a partnership between the training institutions and dealers of some tools and equipments immediately upon graduation. This could facilitate their smooth and first transition into entrepreneurial careers. These measures would help them to move quickly towards the path of economic independence and to service their loans in a timely manner.

4.5 Objective 3: Types of Enterprises TVET Graduates with Disabilities Engage in

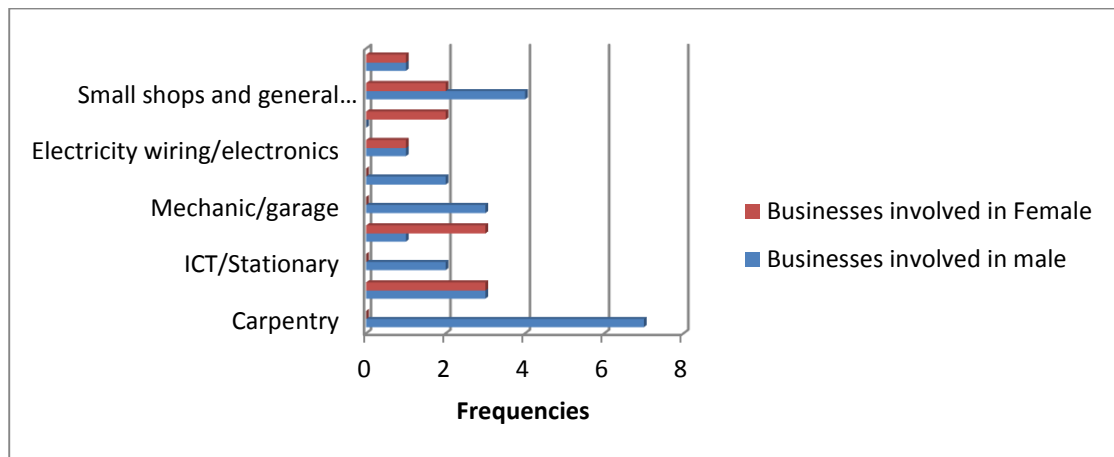
The individual's impairment is considered to affect PWDs level of access to information, participation in education and in socioeconomic activities (Kett, 2012). The participation of PWDs in creating and operating enterprises has been sighted by the World Bank (2011) among others as an important means of promoting the inclusion of the marginalized populations in society. One of the objectives of this study was to identify the types of enterprises, TVET graduates with disabilities were engaging in. To achieve this, the study examined the business fields GWDs were involved in and if they were related to TVET training these graduates had received. The study also sought to find out who among them established the businesses and the

nature of ownership. The study further examined the drivers that motivated the GWDs to venture into entrepreneurship, their monthly average income and the number of people employed in the businesses.

4.5.1 Nature of GWDs Businesses and Relevance to Training Received

The study found that majority of the respondents (70%) were operating enterprises related to the courses the GWDs had taken at KTTID. The enterprises were in the fields of carpentry (7), saloon and beauty therapy (6) and Small retail and wholesale shops (6). Other business fields that the GWDs were involved in were eateries (4), motor vehicle garage (3), Agri business (2), ornament and shoe making (2), ICT and stationary supplies (2). These businesses were also in the areas of tailoring and dressmaking (2) and electrical wiring and electronics (2). The distribution of enterprises the GWDs were involved in is summarized in Figure 9 below.

Figure 9: Distribution of Enterprises GWDs were Involved in



(Source: Author, 2019)

The study further found that at least 30% of the respondents had ventured into other businesses not related to TVET trainings they had received. Some of the respondents pointed out that their friends had invited them to do business together at the time they

had no viable activities going on. This made such respondents to learn new trades through apprenticeship so to fit in, in these new fields. The study also found that there were no female entrepreneurs involved in carpentry, ICT, mechanics and Agri businesses. The study further established that the male entrepreneurs did not engage in fields such as ornament and shoe making.

Key informant from Deaf Empowerment Kenya pointed out that the likelihood of graduates with disabilities engaging in businesses not related to the courses they had undertaken sometimes depended on a number of factors. First it depends on the most common businesses in the places they live. For example in Githurai 45 they were mostly in shop keeping or wholesale businesses whereas in Buruburu they were mostly in carpentry and in Dadora and Mathurwa market they were mostly in second hand clothes businesses. Secondly, it depended on the social networks they had that drew them too those business ventures. This means that they relied heavily on some kind of pioneer deaf person introducing them to these specific business fields or business locations. Some of the entrepreneurs eventually used these networks and opportunities to switch back to businesses that fitted their TVET training. On these issue one of the respondent remarked as follow:

“We the Deaf, attend the same boarding schools which are few in the country compared to schools for the hearing. As we meet and closely interact during school activities enable us to understand and trust one another and communicate easily. This makes it easy for us to invite and support another later in life.”

This study confirmed the existence of these networks as they were hardy in aiding the research. For example the individual respondents were traced by relying on the

extensive contacts that the deaf graduates had among themselves. The summary of the GWD respondents in relation to the link between the businesses operated and the training received is as shown in Table 8 below. The table shows nearly one third of both the male and the female TVET graduate entrepreneurs were involved in businesses not related to their vocational training.

Table 8: Distribution of Respondents According to Business and Training Received

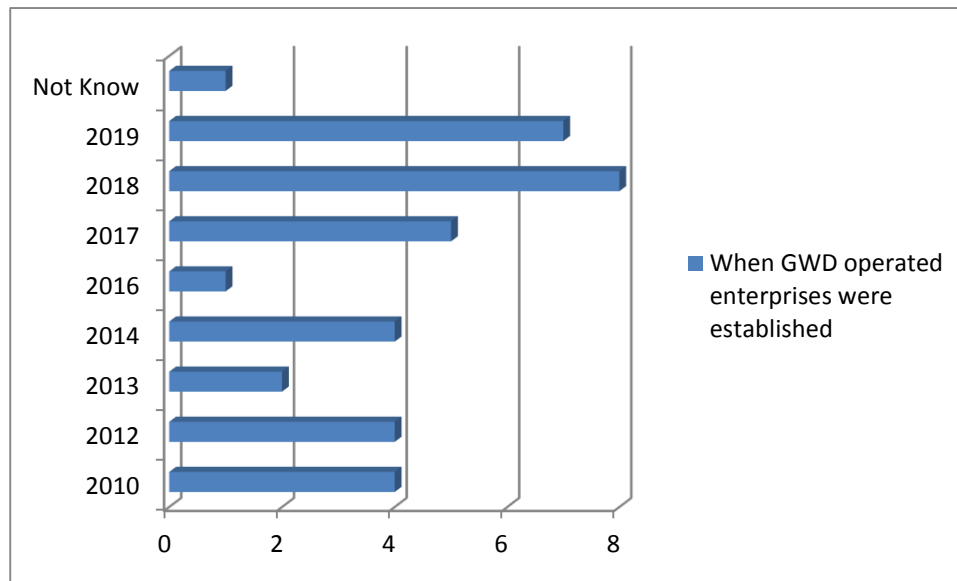
Relationship of businesses GWDs involved in and training received			
Gender	Related	Not Related	Totals
Male	17	7	24
Female	8	4	12
Totals	25	11	

(Source: Author, 2019)

4.5.2 Length of Time of GWDs Involvement in Entrepreneurship

This study examined graduates with disabilities who had exited KTTID between the years 2010 to 2019 and were operating enterprises. The study established that most of the businesses were established in the year 2018 as shown in Figure 10. As the figure shows, there was tremendous increase in the number of business ventures that the GWDs established between the years 2017 and 2019 constituting 55% of the total number. This compared to only 19% of the businesses that were established three years that is between 2013 and 2016. This could be attributed to intensified national campaigns to promote TVET training and entrepreneurship in Kenya to mitigate the problem of dwindling employment opportunities in these periods.

Figure 10: Distribution of Year's Businesses were Established



(Source: Author, 2019)

4.5.3 Ownership of Enterprises Operated by TVET GWDs

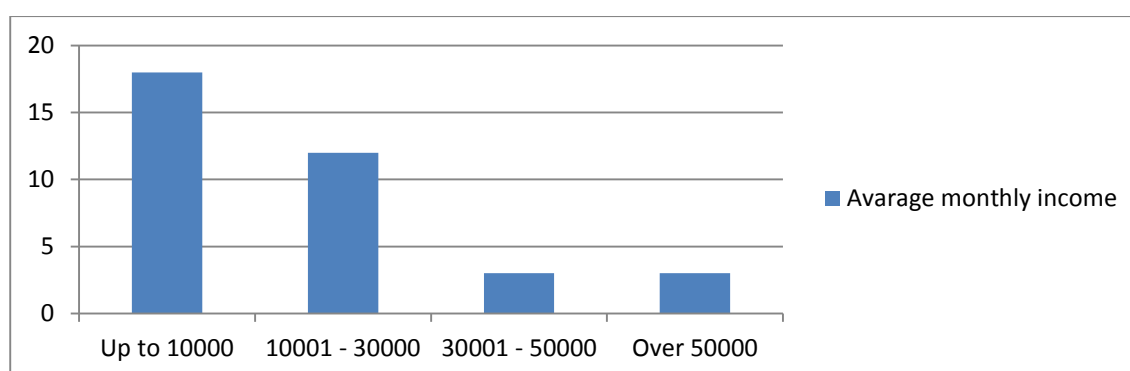
The study established that forty two percent (42%) of businesses were established by the GWD as the sole proprietors and thirty three percent (33%) established as partnerships involving the graduates. Another nineteen percent (19%) were found to have been established by the family members and six percent (6%) were acquired from other entrepreneurs. The study further found that among the businesses operated as either partnership or family ventures eight percent (8%) were registered as companies.

4.5.4 Employees in GWDs Enterprises and Business Income

The study found that seventy five percent (75%) of the businesses employed between 1 to 5 persons and seventeen percent (17%) of businesses employed 5 to 10 employees. The findings further revealed that another five percent (5%) of the enterprises had employed between 15 and 20 and three percent (3%) had over 20 employees each.

The study also found that half (50%) of respondents surveyed earned not more than KES ten thousands as profits per month. This finding underscores the fact that despite efforts to train TVET candidates to create and operate competitive businesses. Very few of the GWDs studied were able to realize this objective. This confirms McGreevy’s (2015) assertion that despite efforts to empower PWDs through vocational and entrepreneurship training, PWDs often find it difficult to venture into high income earning entrepreneurship fields.

Figure 11: Distribution of Entrepreneur’s Business Income



(Source: Author, 2019)

4.5.5 GWDs Motivation to Establish and Operate Enterprises

The study found that seventy five percent (75%) of the respondents interviewed reported that the desire to be independent motivated them to venture into entrepreneurship. As one respondent for example observed,

“Soon after I started this business, I realized that people no longer exclude me when discussing matters life and business.”

This expression strongly supports the theoretical preposition that some of the motivating factors for entrepreneurship are need for affiliation and need for power. This particular entrepreneur was motivated by the need for recognition and to be included in society.

The study found that more than half of the respondents got into business because they had no chance in paid employment opportunities. Only 42% of the respondents were found to have deliberately chosen business as their priority career field. The study further found that 58% of the deaf graduates getting into entrepreneurship for lack of alternatives. This indicated that their motivation to getting into entrepreneurship was lack of alternative careers or employment. However seventy percent of all the respondents revealed that they found careers in business to be fulfilling.

4.6 Objective 4: Impediments to GWDs Establishing Enterprises

Studies on entrepreneurship have long established that entrepreneurs encounter a myriad of impediments when attempting to establish ventures. These challenges are multiple in the case of PWDs. For instance, Miltra et al (2013) and Kett (2012) have identified low levels of entries into education and entrepreneurship fields that tend to constrain their future and economic growth.

Successful establishment of a business requires adequate technical and professional skills to develop a business plan, secure financing and compete for contracts. Judging from the nature and turn over from their businesses, only 17% had managed to establish businesses that could earn them profits between KES 30000 (300 USD) to over KES 50000(500 USD) a month. In these respect, examining the types of businesses deaf graduate entrepreneurs had established, discount the fact that many had tangible business plan or strategies. The other impediments to deaf TVET graduates starting and growing their enterprises are as discussed below. The study therefore examined the accessibility of funds to start and operate businesses, the funds reliability and their affordability.

4.6.1 Sources of Start-Up Funds, their Affordability and Reliability

The study found that majority of the respondents (22) had utilized personal savings to start their businesses or expand them. The study also found that very few graduates relied on formal sources of financing such as the YEF, WEF, bank loans, mobile banking or self help groups. None of the entrepreneurs had ever applied or utilized bank loans to start or expand their businesses. In these regard, the most important sources of funding for deaf TVET graduate entrepreneurs were personal savings, family contributions and savings and credit society or self help group respectively. The exception in terms of formal business funding source was the National Disability Fund (NDF) which was found to have financed six of the entrepreneurs to set up or expand their businesses.

As for affordability, the entrepreneurs believed that personal savings, family financing and NDFs were the most affordable sources of funds. However, the entrepreneurs somewhat believed that Youth Enterprise Funds (YEF) and self-help group were affordable. None of the entrepreneurs believed that the Women Enterprise Fund (WEF), bank loans and mobile services loans were affordable.

In terms of reliability majority of the respondents believed personal savings, family support and NDF were the most reliable as well as Sacco's'. The least reliable sources of finance were identified as the WEF, YEF and the mobile service loans. Whereas few respondents identified commercial bank loans as generally reliable, they did not consider it as an option to financing their businesses. It is therefore important for the commercial banks in Kenya to consider designating financial products for small entrepreneurs and particularly the PWDs that would be more attractive and affordable.

Table 9 below shows summary distribution of the funds accessed by the respondents, their affordability and reliability.

Table 9 : Distribution of type of funds accessed by the GWDs, their reliability and affordability

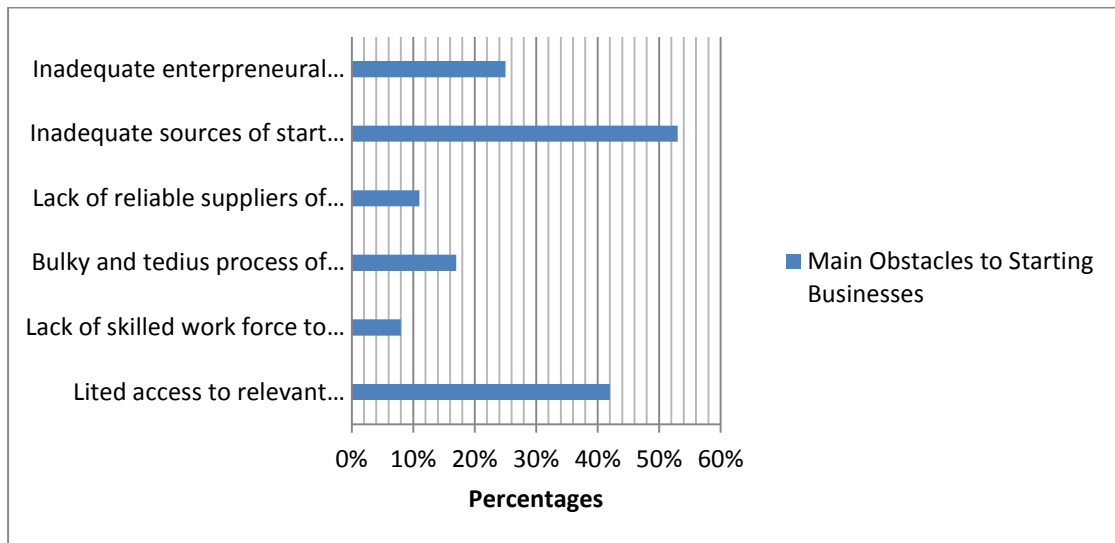
Type of funds	Sources accessed	Affordability	Reliability
Personal savings	22	19	23
Family contributions	8	9	7
Youth Enterprise Fund	1	2	1
Women Enterprise Fund	1	0	2
Sacco/Self-help groups	3	2	3
Bank loans	0	0	2
National Disability Fund	6	5	5
M- Shwari/Mobile App Loans	2	0	0

(Source: Author, 2019)

4.6.2 Main Obstacles to GWDs in Starting Businesses

The study identified the main obstacle encountered by the GWDs when starting business as inadequate sources of finance at 53%. Other constrains were identified as limited access to relevant information (42%), inadequate entrepreneurial skills (25%) and bureaucracy and tedious when seeking to register their businesses (17%). In general the main obstacles to entrepreneurs starting new ventures were inadequate sources of start-up finance, limited access to relevant information and inadequate entrepreneur skills in that order. The TVET graduate entrepreneurs perceptions of impediments to starting new businesses are as summarized in Figure 12 below.

Figure 12: Distribution of main obstacles GWDs encounter when starting businesses



(Source: Author, 2019)

4.6.3 Main Obstacles to Growing Business Operated by GWDs

The highest ranked obstacle was market and customer base as the greatest obstacles, high taxation and business operation cost to their businesses growth. The respondents ranked the obstacles to business growth as following: number one was market and customer base, followed in the second place by limited access to relevant information. High taxation levels, cost of business operation and lack of support services such as training opportunities and mentorship were all ranked third as obstacles to business growth. The fourth ranked obstacle was lack of transparency in awarding of business contracts whereas unfair competition from counterfeit products was ranked as the fifth impediment to business growth. The least important impediment to business growth was identified as lack of skilled workers to engage in these enterprises. The graphical representation of these rankings is shown in Table 10 below.

Table 10: The main obstacles faced by GWDs in growing their businesses

The main obstacles faced by GWDs in growing their businesses	
Ranking	Obstacle
1	Limited markets and customer base
2	Limited access to business information
3	High taxation
	High business operation costs
	Lack of support services such as training opportunities and mentorship programs
4	Lack of transparency in awarding business contracts
5	Unfair competition from counterfeit Products
6	Lack of skilled workforce to engage

(Source: Author, 2019)

4.7 Objective 5: Strategies for Overcoming Impediments to Deaf TVET Graduates' Enterprise Development

Training in vital areas of entrepreneurship such as resource mobilization and business management are considered key in helping the graduates with disability to transit into the world of business with minimal challenges. This means that the TVET training empowers the graduates to overcome the obstacles experienced when operating the businesses. The study therefore found that the deaf TVET graduates had already put in place a number of strategies to overcome some of the impediments but also made suggestions of some additional strategies to deal with emergent challenges.

4.7.1 Strategies to Overcome Communication and Social Impediments

The research established that a few respondents had enrolled in adult English classes to help them communicate effectively and explore further business opportunities such as training other youths who would later register for the NITA trade test. Majority of the respondents and the key informants from all the organizations interviewed also suggested that the TVET training institutions needed to enhance trainees' proficiency in interpersonal communication.

The other strategy some of the respondents used to overcome their challenges was working in groups. They reported that this helped them to protect and complement each other whenever there was need. They could complement one another's skills when developing a product or service. They also reported that they also supported one another financially, emotionally and practically by for example loading or offloading products or materials at points of delivery.

The key informants from MSEA and DIT and the respondents' further proposed increased coordination of support services like linking graduates who were deaf with relevant organizations to help them build business networks, access training opportunities and hire interpreters. This support could also be extended to provide state grants to procure tools to start business.

4.7.2 Strategy to Improve Access to Finance and Credit

The entrepreneurs also proposed measures to simplify procedures to access loans and grants and awareness creation of the available opportunities. Majority of the respondents (70%) expressed their fear to applying for loan facilities. This was mainly tied to the fear of defaulting and its consequences. They therefore preferred to get grants that they would not have to pay back.

4.7.3 Strategy to Overcome Impediments to Professional Development

The respondents proposed restructuring of internship programs to include not only the technical training but also entrepreneurial skills such as pricing and costing of products as well as business management. This would be useful in equipping the TVET graduates with practical business skills.

The key informant from MSEA acknowledged that the available business incubation center in Kariobangi Market have not adequately supported GWDs hence he suggested that they could be established in appropriate locations with the involvement of the TVET trainers and partner organizations to help develop the capacity of TVET trainees with disabilities in entrepreneurship.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The aim of this study was to evaluate the contributions of TVET education to the development of entrepreneurship among deaf TVET graduates of KTTID. The study established that TVET education largely promoted enterprise development among TVET GWDs. As shown in Table 11 below, 56% of the respondents believed that TVET Training had sufficiently prepared them to become entrepreneurs. Majority of the primary respondents believed that the TVET training prepared them to start and operate enterprises with most of them transiting to business world almost immediately after graduating from KTTID at youthful ages. The study found that most of the GWDs were involved in businesses related to their TVET trainings. However, half of their entrepreneurial ventures were of low returns of upto KES 10000 per month. The GWDs were driven by their desire to be independent despite 58% admitting that they got into business for lack of employment opportunities. Most of the GWDs used personal savings and family contributions to start their businesses.

They considered the two types of funds to be more accessible, reliable and affordable. It is therefore important for the commercial banks in Kenya to consider designating financial products for small entrepreneurs and particularly the PWDs that would be more attractive and affordable.

The other 44% however claimed that whereas they had acquired useful technical skills the education was insufficient to prepare them to them to create and run businesses independently. They therefore found it difficult to translate their technical skills to

business opportunities or products. These findings are as summarized in Table 11 below.

Table 11: TVET training promotes enterprise development among GWDs.

Gender	TVET Training Promote Enterprise Development		Totals
	Yes	No	
Male	9	15	24
Female	7	5	12
Total	16	20	36

(Source: Author, 2019)

The study also found that the TVET graduates with disabilities continued to experience a myriad of challenges that had obstructed competitive growth of their enterprises. One of the main reasons for this situation was the nature of education received in TVET institutions that did not lay emphasis on the entrepreneurial training. This would entail reviewing entrepreneurship education offered in TVET institution based on their trainees' abilities and type of impairment. Also key will be following up on policy implementation by the devolved authorities and the community involvement. This will greatly promote entrepreneurship culture and competence among graduates who are deaf.

5.2 Conclusions

The study therefore found that TVET training contributes to the development of entrepreneurship among deaf TVET graduates of KTTID with 56% of the respondents believing that TVET education had sufficiently prepared them to become entrepreneurs. Therefore, there is room for further improvements as 44% that is nearly half of the respondents' reported that the TVET education was insufficient to prepare them to create and run businesses independently.

5.3 Recommendations

1. Technical and Vocational Education Training institutions should conduct tracer studies of their graduates involved not only in business ventures but also in other professions to inform curriculum and policy reviews in regards to specific impairments needs. This will also inform interventions to be undertaken by different stakeholder organizations.
2. The commercial banks in Kenya to consider designating financial products for small entrepreneurs and particularly the PWDs that would be more attractive and affordable.
3. The Kenyan government to enhance implementation of laws and policies that support PWDs to create and run enterprises. The government should also increase sensitization campaigns through its different programmes and the different stakeholders involved.

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Appendices I

Respondents/Key Respondent Consent Form

Hallo Sir/Madam,

My name is Nancy Lwal. I am a Masters of Arts student in Entrepreneurship at the Department of Sociology and Social work, University of Nairobi. This study seeks to investigate how the TVET graduates with disabilities (GWDs) make the transition from technical vocational training fields to the career world of business. The information you share with us will help us to learn what the TVET graduates do and how they can be better supported.

I assure you that the information you share with us will not be disclosed to any other party and will strictly be used for academic purposes. Every effort will also be made to ensure that the information you share will not be traceable back to you. The interview will take approximately one hour.

By a copy of this letter you are agreeing to participate in this study voluntarily having been fully informed of the nature and purpose this study. Further it indicates that you have not been influenced or forced to participate based on any consideration.

For more information about the study please contact the researcher on *0721423073* or email at *agaimary@gmail.com*.

Do you agree to continue Yes..... No.....

Respondent/Key respondent

Name.....

Signature.....

Date.....

Witness

Name.....

Signature.....

Date.....

Appendices II

Respondents Questionnaire

IDENTIFICATION
Sub-Loc./Location/Sub-County/County
Respondent Mobile Number (Optional).....

Questionnaire Number

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Date of Interview

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(Note to interviewee: 97 = other (specify), 98 =no answer provided, 99 = don't know),
 * = Indicates more than one response.

Section 1: Socio-Demographic Characteristics of Respondents

1.	Gender or Sex of the respondent	<input type="checkbox"/> 01 = Male <input type="checkbox"/> 02 = Female
2.	Age of the respondent	<input type="checkbox"/> 01 = 18 – 24 <input type="checkbox"/> 02 = 25 – 34 <input type="checkbox"/> 03 = 35 – 44 <input type="checkbox"/> 04 = 45 and over
3.	Which course did you do at KTTID
4.	Which year did you graduate from KTTID?	<input type="checkbox"/> 01 = 2010 <input type="checkbox"/> 02 = 2011 <input type="checkbox"/> 03 = 2012 <input type="checkbox"/> 04 = 2013 <input type="checkbox"/> 05 = 2014 <input type="checkbox"/> 06 = 2015 <input type="checkbox"/> 07 = 2016 <input type="checkbox"/> 08 = 2017 <input type="checkbox"/> 09 = 2018 <input type="checkbox"/> 10 = 2019
5.	Qualification attained at KTTID	<input type="checkbox"/> 01= NITA – Grade I <input type="checkbox"/> 02 = NITA – Grade II <input type="checkbox"/> 03 = NITA - Grade III <input type="checkbox"/> 04 = KNEC - Certificate <input type="checkbox"/> 05 = KNEC – Diploma <input type="checkbox"/> 06 = KTTID Internal Exam 97= Other(specify)----- -----
6.	What is your current source of income	<input type="checkbox"/> 01 = Business <input type="checkbox"/> 02 = formal employment <input type="checkbox"/> 03 = Casual employment 97 = Other (Specify) ----- -----
7.	*Nature of your impairment	<input type="checkbox"/> 01 = Speech impaired <input type="checkbox"/> 02 = Hearing Impairment <input type="checkbox"/> 03 = Speech and Hearing Impaired 97 = Other (Specify) ----- -----
8.	What is your marital status?	<input type="checkbox"/> 01 = Single <input type="checkbox"/> 02 = Married <input type="checkbox"/> 03 = Divorced/Separated <input type="checkbox"/> 04 = Widow/ Widower <input type="checkbox"/> 98 = No answer

N°	QUESTIONS	ANSWERS				
Section 2: Assessing how TVET education prepares trainees with disabilities to create and operate enterprises.						
*Tick the statements that best applies to your case		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	The training received has helped me set and effectively pursue business goals					
2.	I was trained to strategise and run business competitively					
3.	I was trained to assess and minimise business risks					
4.	I was trained to identify and respond to customers/clients needs					
5.	I was trained on how to create a brand for my business					
6.	I was trained to position business and identify market segment					
7.	The training equipped me with appropriate interpersonal relationship skills					
8.	The training prepared me to create and maintain contacts with customers/clients					
9.	The training equipped me with skills to seek and build networks with other business and support agencies					
10.	The TVET training enabled me identify and utilise personal and professional training					
11.	The training enabled me to develop business proposal and apply for grants					
12.	The training I received prepared me identify and explore business opportunities					
13.	The training equipped me to develop documentations for legal business operation and trading with public institutions					
14.	The technical training received adequately prepared me to meet the needs and challenges of the business world today					
15.	The technical skills acquired were adequate for implementing my business plan					
16.	In general TVET training at KTTID sufficiently prepares graduates with disabilities to create and operate enterprises.					
17.	<p>In your opinion what could be done to better prepare TVET trainees to create and run enterprises successfully after graduation</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

N°	QUESTIONS	ANSWERS
Section 3: What policy support do the TVET graduates with disabilities receive to create and operate new enterprises		
1.	Are you registered with the National Council for Persons with Disabilities (NCPWD)	<input type="checkbox"/> 01 = No <input type="checkbox"/> 02 = Yes
2.	Business registration status	<input type="checkbox"/> 01 = Not registered <input type="checkbox"/> 02 = Registered
3.	If No, Why is it not registered.....	
4.	*What tax benefits to entrepreneurs with disabilities are you familiar with	<input type="checkbox"/> Tax exemption of income of up to KES 150 000 <input type="checkbox"/> Import exemption tax on disability modified devices and cars
5.	*Which of these benefits have you as an entrepreneur and your business benefited from in the last one year	<input type="checkbox"/> Equal access to further training opportunities <input type="checkbox"/> Access to public places and offices <input type="checkbox"/> Access to information in accessible form (sign language) <input type="checkbox"/> Transparency in business opportunities <input type="checkbox"/> Access to equal business opportunities <input type="checkbox"/> Treatment with dignity and respect
6.	*What sources do you rely on to receive information about enterprise development and management	<input type="checkbox"/> Radio <input type="checkbox"/> TV <input type="checkbox"/> Newspapers <input type="checkbox"/> Internet (Include social media) <input type="checkbox"/> Workshops/seminar <input type="checkbox"/> Local baraza <input type="checkbox"/> Posters <input type="checkbox"/> Others _____
7.	*What business information documents have you received in the last one year	<input type="checkbox"/> 01 = Audio CD <input type="checkbox"/> 02 = Videos <input type="checkbox"/> 03 = Books <input type="checkbox"/> 04 = Bullet ins in print <input type="checkbox"/> 05 = Pamphlets <input type="checkbox"/> 98 = No answer
8.	In your opinion do these business information documents and media meet your information needs as an entrepreneur	<input type="checkbox"/> 01 = No <input type="checkbox"/> 02 = Yes
9.	What can be done to improve access to business information for entrepreneurs with disabilities	
10.	* What training event or program on entrepreneurship have you attended in the last one year	<input type="checkbox"/> National government training <input type="checkbox"/> County government training) <input type="checkbox"/> NGO programs e.g. IFC <input type="checkbox"/> Faith based Organisation programs <input type="checkbox"/> Financial institution programs e.g. Banks <input type="checkbox"/> Community based Organisation programs <input type="checkbox"/> Others _____
11.	*What aspects of business development or management improvement did you learn from these trainings	<input type="checkbox"/> Bookkeeping skills <input type="checkbox"/> Customer relation <input type="checkbox"/> Business management <input type="checkbox"/> Resource mobilisation <input type="checkbox"/> interpersonal relationship <input type="checkbox"/> Cost management <input type="checkbox"/> Innovation / Creativity <input type="checkbox"/> Tax compliance <input type="checkbox"/> Marketing <input type="checkbox"/> Public procurement

N°	QUESTIONS	ANSWERS
12.	Which AGPO opportunities have you applied for the last one year
13.	What support should the government provide to TVET graduates with disabilities so that they can create and run enterprises successfully
Section 4: What enterprises have the graduates with disabilities from KTTID created in the one decade up to the year 2019		
1.	What business or enterprise are you presently involved in
2.	How is your TVET training related to the business you are currently involved in	<input type="checkbox"/> 01 = Related <input type="checkbox"/> 02 = Not related
3.	If not related, why did you decide to do business in a different field.....
4.	Who established the business you are currently operating	<input type="checkbox"/> 01 = Self <input type="checkbox"/> 02 = Family <input type="checkbox"/> 03 = Partners <input type="checkbox"/> 04 = Acquired from other entrepreneur(s) 97 = Others (specify).....
5.	What is the nature of the business?	<input type="checkbox"/> 01 = Sole Proprietor <input type="checkbox"/> 02 = Partnership <input type="checkbox"/> 03 = Company 97 = Others (specify).....
6.	Are there other business you own or co-own with other people that are	<input type="checkbox"/> 01 = Similar <input type="checkbox"/> 02 = Branches of the same business <input type="checkbox"/> 03 = Separate business <input type="checkbox"/> 98 = No answer 97 = Others (specify).....
7.	When did you start doing business Record the year and month only
8.	Number of people employed in the business	<input type="checkbox"/> 01 = 01 – 05 <input type="checkbox"/> 02 = 05 - 10 <input type="checkbox"/> 03 = 10 - 15 <input type="checkbox"/> 04 = 15 - 20 <input type="checkbox"/> 05 = Over 20
9.	Do you have other businesses apart from this one you are operating in the same area or other locations	<input type="checkbox"/> 01 = No <input type="checkbox"/> 02 = Yes
10.	What is your monthly income from the business?	<input type="checkbox"/> 01 = up to 10,000 KES <input type="checkbox"/> 02 = 10,001 - 30,000 <input type="checkbox"/> 03 = 30,001 - 50,000 <input type="checkbox"/> 04 = over 50,000

N°	QUESTIONS	ANSWERS				
The motivation to start and operate business		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
11.	Business is easy to start					
12.	Did not want to be employed					
13.	I was invited by a friend or family we do business					
14.	I inherited the business					
15.	I wanted to be independent					
16.	I had a great passion/talent in doing business					
17.	<p>In your opinion what could have been done better to prepare you start an enterprise easily and run it</p> <p>Successfully</p> <p>.....</p> <p>.....</p> <p>.....</p>					
Section 5: Impediments to the establishment and operation of enterprises among TVET GWDs and Strategies for overcoming the impediments						
1.	*What business financing sources have you accessed since you started this business	<input type="checkbox"/> Personal savings <input type="checkbox"/> Family contributions <input type="checkbox"/> Youth Enterprise fund <input type="checkbox"/> Women Fund <input type="checkbox"/> Sacco/ Chama Loan <input type="checkbox"/> Bank Loan <input type="checkbox"/> National Disability Fund <input type="checkbox"/> Others (specify) _____				
2.	*In your opinion what are the most reliable sources of business financing for your enterprise	<input type="checkbox"/> Personal savings <input type="checkbox"/> Family contributions <input type="checkbox"/> Youth Enterprise fund <input type="checkbox"/> Women Fund <input type="checkbox"/> Sacco/ Chama Loan <input type="checkbox"/> Bank Loan <input type="checkbox"/> National Disability Fund				
3.	*In your business experience what are the most affordable sources of financing for the business	<input type="checkbox"/> Personal savings <input type="checkbox"/> Family contributions <input type="checkbox"/> Youth Enterprise fund <input type="checkbox"/> Women Fund <input type="checkbox"/> Sacco/ Chama Loan <input type="checkbox"/> Bank Loan <input type="checkbox"/> National Disability Fund				
4.	*What were the main obstacles to starting your business	<input type="checkbox"/> 01 = Inadequate skills on entrepreneurship <input type="checkbox"/> 02 = Inadequate financial resources <input type="checkbox"/> 03 = Lack of prompt and affordable suppliers <input type="checkbox"/> 04 = Bureaucracy and bulky documentation when registering a business <input type="checkbox"/> 05 = Lack of skilled work force to support <input type="checkbox"/> 06 = Limited access to information				
5.	*What are the main obstacles to growing your business	<input type="checkbox"/> 01 = High taxation <input type="checkbox"/> 02 = market / customer diversification <input type="checkbox"/> 03 = High business operation cost <input type="checkbox"/> 04 = Counterfeit products <input type="checkbox"/> 05 = Lack of skilled work force to support <input type="checkbox"/> 06 = Lack of support services <input type="checkbox"/> 07 = Limited access to information <input type="checkbox"/> 08 = lack of transparency in awarding business opportunities				

N°	QUESTIONS	ANSWERS
6.	*What challenges do you face in making your business competitive	<p>.....</p> <p>.....</p> <p>.....</p>
7.	In your opinion what could be done to address the obstacles to starting and growing competitive enterprises among TVET graduates with disabilities	<p>.....</p> <p>.....</p> <p>.....</p>
8.	Do you agree that TVET training promote enterprise development among graduates with disabilities?	<input type="checkbox"/> 01 = No <input type="checkbox"/> 02 = Yes <input type="checkbox"/> 99 = Don't know
9.	If yes, in which ways	<p>.....</p> <p>.....</p> <p>.....</p>

Thank You Very Much for Your Cooperation

Appendices III

Key Informant Questionnaire/ Schedule

IDENTIFICATION	
Organisation	
Position held	
Contact (Optional).....	

Questionnaire Number

--	--	--	--

Date of Interview

--	--	--	--	--	--

(Note to interviewee: 97 = other (specify), 98 =no answer provided, 99 = don't know),
 * = Indicates more than one response

N°	QUESTIONS	ANSWERS				
Section 1: Assessing how TVET education prepares trainees with disabilities to create and operate enterprises.						
* Tick the statements that best applies to the cases of GWDs you know		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	TVET training received by GWD helped them set and effectively pursue business goals					
2.	The training helped the GWD to strategise and run business competitively					
3.	The training helped the GWD to assess and minimise business risks					
4.	The training helped the GWDs to identify and respond to customers/clients needs					
5.	The training enabled the GWD to create a brand for their business					
6.	The training helped the GWD to position their business and identify new market segment					
7.	The training equipped GWDs with appropriate interpersonal relationship skills					
8.	The training prepared the GWDs to create and maintain contacts with customers/clients					
9.	The training equipped GWDs with skills to seek and build networks with other business and support agencies					
10.	The TVET training enabled Graduates identify and utilise personal and professional training					
11.	The training enabled GWDs to develop business proposal and apply for grants					
12.	The training I received prepared the GWDs to identify and explore business opportunities					
13.	The training equipped GWDs to develop documentations for legal business operation and trading with public institutions					
14.	The technical training received by the GWDs adequately prepared them to meet the needs and challenges of the business world today					
15.	The technical skills acquired by the GWDs were adequate for implementing their business plan					
16.	In general TVET training at KTTID sufficiently prepares graduates with disabilities to create and operate enterprises.					
17.	In your opinion what could be done to better prepare TVET trainees to create and run enterprises successfully after graduating					

N°	QUESTIONS	ANSWERS
Section 2: What policy support do the TVET graduates with disabilities receive to create and operate new enterprises		
1.	*What tax benefits to entrepreneurs with disabilities are you familiar with	<input type="checkbox"/> Tax exemption of income of up to KES 150 000 <input type="checkbox"/> Import exemption tax on disability modified devises and cars
2.	*Which of these benefits do you believe entrepreneurs and their business benefited from	<input type="checkbox"/> Equal access to further training opportunities <input type="checkbox"/> Access to public places and offices <input type="checkbox"/> Access to information in accessible form (sign language) <input type="checkbox"/> Transparency in business opportunities <input type="checkbox"/> Access to equal business opportunities <input type="checkbox"/> Treatment with dignity and respect
3.	*What sources do you think entrepreneurs with disabilities receive information about enterprise development and management	<input type="checkbox"/> Radio <input type="checkbox"/> TV <input type="checkbox"/> Newspapers <input type="checkbox"/> Internet (Include social media) <input type="checkbox"/> Workshops/seminar <input type="checkbox"/> Local baraza <input type="checkbox"/> Posters <input type="checkbox"/> Others _____
4.	*What business information do you think entrepreneurs with disabilities receive	<input type="checkbox"/> 01 = Audio CD <input type="checkbox"/> 02 = Videos <input type="checkbox"/> 03 = Books <input type="checkbox"/> 04 = Bullet ins in print <input type="checkbox"/> 05 = Pamphlets <input type="checkbox"/> 98 = No answer
5.	In your opinion do these business information documents and media meet their information needs as an entrepreneurs	<input type="checkbox"/> 01 = No <input type="checkbox"/> 02 = Yes
6.	What can be done to improve access to business information for entrepreneurs with disabilities	
7.	* What training event or program on entrepreneurship do you think entrepreneurs with disability attend	<input type="checkbox"/> National government training <input type="checkbox"/> County government training) <input type="checkbox"/> NGO programs e.g. IFC <input type="checkbox"/> Faith based Organisation programs <input type="checkbox"/> Financial institution programs e.g. Banks <input type="checkbox"/> Community based Organisation programs <input type="checkbox"/> Others _____
8.	*What aspects of business development or management improvement do you believe they learn from these trainings	<input type="checkbox"/> Bookkeeping skills <input type="checkbox"/> Customer relation <input type="checkbox"/> Business management <input type="checkbox"/> Resource mobilisation <input type="checkbox"/> interpersonal relationship <input type="checkbox"/> Cost management <input type="checkbox"/> Innovation / Creativity <input type="checkbox"/> Tax compliance <input type="checkbox"/> Marketing <input type="checkbox"/> Public procurement

N°	QUESTIONS	ANSWERS
9.	Which AGPO opportunities are you aware of that have been awarded to entrepreneurs with disabilities	
10.	What support should the government provide to TVET graduates with disabilities so that they can create and run enterprises successfully	
Section 3: What enterprises have the graduates with disabilities from KTTID created in the one decade up to the year 2019		
1.	What business or enterprise do the GWDs presently involved in	
2.	Are they related to the TVET training GWDs received	<input type="checkbox"/> 01 = Related <input type="checkbox"/> 02 = Not related
3.	If not related, why did you think they decide to do business in a different fields.....	
4.	*Who established the business they are currently operating	<input type="checkbox"/> 01 = Self <input type="checkbox"/> 02 = Family <input type="checkbox"/> 03 = Partners <input type="checkbox"/> 04 = Acquired from other entrepreneur((s) 97 = Others (specify).....
5.	*What is the nature of the business?	<input type="checkbox"/> 01 = Sole Proprietor <input type="checkbox"/> 02 = Partnership <input type="checkbox"/> 03 = Company 97 = Others (specify).....
6.	Are there other business they own or co-own with other people that are	<input type="checkbox"/> 01 = Similar <input type="checkbox"/> 02 = Branches of the same business <input type="checkbox"/> 03 = Separate business <input type="checkbox"/> 98 = No answer 97 = Others (specify).....
7.	Approximate number of people employed in the businesses	<input type="checkbox"/> 01 = 01 - 05 <input type="checkbox"/> 02 = 05 - 10 <input type="checkbox"/> 03 = 10 - 15 <input type="checkbox"/> 04 = 15 - 20 <input type="checkbox"/> 05 = Over 20

N°	QUESTIONS	ANSWERS				
What is the motivation of the GWDs to start and operate business		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
8.	Business is easy to start					
9.	They did not want to be employed					
10.	They we invited by a friend or family member they do business					
11.	They inherited the business					
12.	They wanted to be independent					
13.	They had a great passion/talent in doing business					
14.	<p>In your opinion what could have been done better to prepare GWDs to start enterprises easily and run them successfully</p> <p>.....</p> <p>.....</p> <p>.....</p>					
Section 4: Impediments to the establishment and operation of enterprises among TVET GWDs and Strategies for overcoming the impediments						
1.	*What business financing sources they access to start business	<input type="checkbox"/> Personal savings <input type="checkbox"/> Family contributions <input type="checkbox"/> Youth Enterprise fund <input type="checkbox"/> Women Fund <input type="checkbox"/> Sacco/ Chama Loan <input type="checkbox"/> Bank Loan <input type="checkbox"/> National Disability Fund <input type="checkbox"/> Others (specify) _____				
2.	*In your opinion what are the most reliable sources of business financing for their enterprises	<input type="checkbox"/> Personal savings <input type="checkbox"/> Family contributions <input type="checkbox"/> Youth Enterprise fund <input type="checkbox"/> Women Fund <input type="checkbox"/> Sacco/ Chama Loan <input type="checkbox"/> Bank Loan <input type="checkbox"/> National Disability Fund				
3.	*In your opinion what are the most affordable sources of financing for business owned by GWDs	<input type="checkbox"/> Personal savings <input type="checkbox"/> Family contributions <input type="checkbox"/> Youth Enterprise fund <input type="checkbox"/> Women Fund <input type="checkbox"/> Sacco/ Chama Loan <input type="checkbox"/> Bank Loan <input type="checkbox"/> National Disability Fund				
4.	*What were the main obstacles GWDs face in starting business	<input type="checkbox"/> 01 = Inadequate skills on entrepreneurship <input type="checkbox"/> 02 = Inadequate financial resources <input type="checkbox"/> 03 = Lack of prompt and affordable suppliers <input type="checkbox"/> 04 = Bureaucracy and bulky documentation when registering a business <input type="checkbox"/> 05 = Lack of skilled work force to support <input type="checkbox"/> 06 = Limited access to information				
5.	*What are the main obstacles they encounter in growing the businesses	<input type="checkbox"/> 01 = High taxation <input type="checkbox"/> 02 = market / customer diversification <input type="checkbox"/> 03 = High business operation cost <input type="checkbox"/> 04 = Counterfeit products <input type="checkbox"/> 05 = Lack of skilled work force to support <input type="checkbox"/> 06 = Lack of support services <input type="checkbox"/> 07 = Limited access to information <input type="checkbox"/> 08 = lack of transparency in awarding business opportunities				

N°	QUESTIONS	ANSWERS
6.	*What challenges do you think they face in making their businesses competitive	<p>.....</p> <p>.....</p> <p>.....</p>
7.	In your opinion what could be done to address the obstacles to starting and growing competitive enterprises among TVET graduates with disabilities	<p>.....</p> <p>.....</p> <p>.....</p>
8.	Do you agree that TVET training promote enterprise development among graduates with disabilities?	<input type="checkbox"/> 01 = No <input type="checkbox"/> 02 = Yes <input type="checkbox"/> 99 = Don't know
9.	If yes, in which ways	<p>.....</p> <p>.....</p> <p>.....</p>

Thank You Very Much for Your Cooperation

Appendices IV

Researcher Participant Observation Schedule

- 1. What do the entrepreneur do in the business**
- 2. Who are they doing the business with**
- 3. How many are they**
- 4. How do they communicate with the people they work with and the customers**
- 5. What challenges do they experience**
- 6. What institutions do they have link with**
- 7. What correspondences do they have**
- 8. What preparations do they make when going for a meeting or workshop**
- 9. How do they respond to unpredicted challenge**

Appendices V: Originality Report

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