



REPUBLIC OF KENYA

# **MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

**STATE DEPARTMENT OF SCIENCE AND TECHNOLOGY**

## **DRAFT TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) POLICY**

**MARCH-2014**

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## **FOREWORD**

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The continued growth of the country's labour force and envisaged Vision 2030 goals provide an opportunity for Kenya to position herself strategically on the global scene. Granted, the success of the Vision 2030 is hinged in the sheer numbers, skills and quality of ~~it's~~ the country's manpower. The Government has therefore, formulated this Technical and Vocational Education and Training (TVET) Policy to guide the revitalization of the TVET sector to adequately provide skilled and employable graduates needed to drive the aspirations of the Vision 2030. Specific emphasis will be placed on enhancing access to TVET by targeting an ambitious gross enrollment rate of 30% by the year 2030.(shouldn't the ratio be 80% and above (of candidates who do not advance through all the levels of the school education system)?)

In order to realize the above, the Government commits itself to facilitating the development of infrastructure and human resource capacity, ensuring good governance strengthening quality and assurance of training and providing incentives for industry linkage and participation in TVET. In this regard, the Government seeks the concerted and supportive efforts by all stakeholders in the Kenyan TVET sector and indeed the entire education and training system for successful implementation of this TVET Policy.

In conclusion, I would like to thank all stakeholders who participated in the development of this policy. It is my sincere conviction that the policy will spur growth and participation of all stakeholders in the TVET sector.

**Prof. Jacob Kaimenyi, PhD, FCID, EBS**  
**Cabinet Secretary**

**Ministry of Education, Science and Technology**

## **PREFACE**

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The Technical and Vocational Education and Training (TVET) Policy provides a framework for achieving a harmonized and coordinated approach to post school training and development of skilled manpower required by the country. This policy has been developed against a backdrop of demands of constitutional reforms and change in political governance and the Vision 2030.

Through this policy, the Government will guide and provide an enabling environment to promote capacity building including development of the requisite TVET human capital, sustainable financial mechanisms for training, ICT infrastructures and effective partnerships and linkages for knowledge generation and sharing. Strengthened partnerships between industry and TVET institutions will provide a good platform for ensuring relevance and quality of training as well as curriculum design and development. The thrust in the realization of these objectives is outlined in the document in various prioritized programmes and projects within the sector is expected to increase access, equity, relevance , quality and partnerships with industry, enterprise, community, research and development institutions.

The success in attaining these objectives however has immense implications on human, financial and capital development and will entail paradigm shifts in the way our sectoral TVET priorities are identified, programmed and managed.

In conclusion, I wish to take this opportunity to appreciate the institutions and their staff who participated in one way or the other in the preparation of this policy document.

**Prof. Collette A. Suda PhD, FKNAS, EBS**  
**Principal Secretary**  
**State Department of Science and Technology**  
**Ministry of Education, Science and Technology**

## EXECUTIVE SUMMARY

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The current national, regional and global developments call for a review of the existing TVET policy and strategy framework. The Kenyan Vision 2030 was formulated five years ago and it is about to enter its second medium-term plan. It is thus essential to align all education and training policies to the national vision.

On the regional scene, implementation plans for harmonization of education systems and training curricula in the East African Partner States are at an advanced stage. Farther than that, plans for harmonization of education across the African Continent, starting with higher education, have been mooted under the Arusha Convention. TVET too has not been left behind in the on-going globalization and more countries are offering international courses.

Internationally, there has been a shift in TVET towards competency-based training utilizing modular courses. The success and growth of TVET in Kenya will depend on how swiftly the sector responds to the prevailing and emerging challenges that are inherent in a developing economy. Thus, The TVET sector must address; the large number of young people who graduate annually from the secondary school system; high levels of poverty that make it difficult for most Kenyans to afford paying for TVET; the need to match training of skills with the actual demands of industry and the necessity to create a deliberate link between TVET curriculum and the aspirations of the Vision 2030.

The overall objective of TVET is to produce a critical mass of well trained human resources to implement programmes and projects identified in Kenya's Vision 2030. There is therefore need not only to train new persons but also to re-train the available trained personnel. Thus the TVET sector requires a major transformation to allow the following to happen:

- a) Re-align TVET programmes to national goals and market needs;
- b) Expand available TVET opportunities and make them more accessible to those who need them;
- c) Devolve TVET to counties to ensure equal opportunities to all;
- d) Employ affirmative action to ensure equity in respect to gender, vulnerable groups and persons with special needs;
- e) Entrench competency based TVET;
- f) Strengthen governance and management of the TVET sector and institutions;
- g) Re-brand TVET in order to enhance positive perception;
- h) Develop and implement a mechanism for sustainable financing of TVET.

This policy therefore advocates for:

- a. **Expanding access and equity and improving quality:** this policy advocates for development of a national skills strategy with broad participation by stakeholders and aimed at promoting private sector investments, providing scholarships to reward excellence, providing loans and bursaries to TVET, rehabilitating TVET infrastructure and encouraging secondary schools to offer technical and vocational and industrial education.
- b. **Management and planning of TVET:** The aims of this policy are; to restructure and strengthen TSC to effectively manage trainers

and teachers; to establish a national mechanism for consultations with all stakeholders and to establish a TVET Authority.

- c. **Information and Communication Technologies:** Policy objectives include the following: To develop a national technical and vocational education and training (TVET) policy and strategy; to promote ICT as a tool for management, teaching/training, learning and research; to provide ICT infrastructure and to promote private investment in ICT for technical and vocational education, training and research.
- d. **Research and Development:** The policy objectives are; to invest more in R&D; to restructure and strengthen the NCST; to strengthen the link between research and national education and training goals and to disseminate research findings widely.
- e. **Financing and partnerships:** The policy objectives are; to strengthen partnerships with non-public stakeholders and industry; to leverage more funding from the private sector; to bring on board more private investors and to seek external grants and hence optimize affordable-higher-fees payment.
- f. **Legal framework:** The policy provides for the setting up of a national Authority to facilitate linkages and coordination between the numerous actors and stakeholders in TVET. The Authority is further intended to provide accreditation and quality assurance services in training.

This policy framework therefore presents a list of Government objectives or intentions. A number of these objectives have been realized or are being pursued. These include rehabilitation of public TVET institutions and construction of new institutions where the Government with the support of development partners is doing a commendable job. The formulated policy objectives are designed to be specific, realistic and



achievable within the next ten (10) years. The objective of providing bursaries under affirmative action has been realized albeit to a limited extent. Many other objectives have yet to be realized. The challenge is not in the policies themselves but rather in the lack of clear strategies for their implementation. It is therefore important that the TVET policy objectives are backed by effective reformulation of realistic implementation strategies

## LIST OF ABBREVIATIONS

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BOD	-	Board of Directors
BOG	-	Board of Governors
CEO	-	Chief Executive Officer
GER	-	Gross Enrollment Ratio
ICT	-	Information Communication and Technology
ISO	-	International Standards Organization
IT	-	Institute of Technology
KEPSA	-	Kenya Private Sector Alliance
LIWA	-	Linking Industry with Academia
NGOs	-	Non- Governmental Organizations
NQF	-	National Qualifications Framework
R&D	-	Research and Development
TC	-	Technical College
TET	-	Technical Education and Training
TSC	-	Teachers Service Commission
TVET	-	Technical and Vocational Education and Training
VET	-	Vocation Education and Training
UT	-	University of Technology

## **CHAPTER ONE: THE TVET SECTOR IN KENYA**

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### **1.1. INTRODUCTION**

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The TVET -sector in Kenya has experienced moderate growth over the last 40 years. The sector continues to produce the needed middle level human resource for the national economy. The Vision 2030 has however placed special demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate levels of the middle level manpower needed to drive the economy towards the attainment of the vision. Moreover, the Constitution of Kenya 2010 has also created demands that require the technical and vocational education and training sector to develop policies and strategies to facilitate faster economic growth.

The goal of Kenya's Vision 2030 is to make Kenya "a newly industrialising middle-income country, providing high quality life for all its citizens, by the year 2030". In order to achieve this goal, Kenya will be aiming to produce industrial goods and services for sale beyond her borders to generate real income for the country. Through this, the country hopes to be a middle-income economy capable of providing high quality life for her citizens. It has however long been recognised by development economists that a country is only able to realise such progress if its economy is innovative. An *innovative economy* on the other hand is to be realised through *technological innovation*. Any country that intends to make a breakthrough in industrialisation and technological development begins by ensuring that it has a critical mass of well qualified workers for undertaking product and system design, systems maintenance and equipment operation. Thus the broad engineering function is typically considered to require a complete team comprising four staff cadres,

namely; engineers, technologists, technicians and trades persons (i.e. crafts persons and artisans).

For the effective execution of the engineering function within any economy, it is important that each of these cadres is represented in appropriate proportions. For most developed countries the ideal ratio for the four cadres is 1:2:4:16.<sup>1</sup> It is however considered that the more realistic ratio would be 1:3:12:60 for a typical developing country.

The Engineers Registration Board (ERB) of Kenya has estimated that as at 2010 there were **6,350** registered engineers in Kenya. For a population of about 40 million, this translates to one engineer for every 6,300 persons. It is however estimated that for technological take-off to happen, a country needs a combined workforce of at least 500 engineers and engineering technologists per one million people of the national population census or at least one engineer/technologist for every 2,000 persons of the national population census. The higher the ratio, the better. Examples in this respect are: China - 1 engineer/technologist for 130 persons, India - 1 for 157, Brazil - 1 for 227, UK - 1 for 311, USA - 1 for 389 and Malaysia - 1 for 543. Indicative statistics from some developing countries are: South Africa - 1 engineer/technologist for 3166 persons, Tanzania - 1 for 5930, Namibia - 1 for 6346, Zimbabwe - 1 for 6373, and Swaziland - 1 for 12,238.<sup>2</sup>

At the current rate of population growth, it is estimated that by 2030, Kenya will be having a population of 60 million. At this point then, for industrial takeoff, the country should be having some 30,000 engineers and engineering technologists. This means that then the economy will require at least 7,500 engineers, 22,500 engineering technologists,

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<sup>1</sup> du Toit R. and Roodt J.: Engineers in a Developing Country - The Profession and Education of Engineering Professionals in South Africa. HSRC Press, Cape Town, 2009.

<sup>2</sup> du Toit R. and Roodt J.: Engineers in a Developing Country - The Profession and Education of Engineering Professionals in South Africa. HSRC Press, Cape Town, 2009.

90,000 engineering technicians, and 450,000 trades persons (i.e. combined workforce of artisans and crafts persons).

### *1.2. SITUATIONAL ANALYSIS OF TVET IN KENYA*

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Formal TVET programmes in Kenya are school-based and are offered at both schools and technical training colleges. The Sessional Paper No. 1 of 2005 provides for the education and training of technical personnel and their progression from every level of skills and technical knowledge to the next. From the Sessional Paper No. 1 and the TVET policy framework, technicians will in the main be produced from the technical training colleges. The duration of school-based technical and vocational education is between one and three years. Besides the technical training colleges, the current primary and secondary education curriculum provides for exposure to pre-vocational skills to young people in primary and secondary schools. Some specialized vocational training programmes however are scattered in various ministries and fall under the supervision of the respective sector ministries. TVET in Kenya is delivered by both government and private providers, which include for-profit and non-profit NGOs and Church-based institutions.

The public TVET institutions under the Ministry of Higher Education Science and Technology (MoHEST) currently include two (2) polytechnic university colleges, two (2) national polytechnics, one (1) technical teachers college, twenty-six (26) technical training institutes (TTIs) and (14) Institutes of Technology (ITs). In addition, the Ministry of Labour manages three (3) industrial training centres, one (1) vocational training centre, and the Kenya Textile Training Institute. There are 697 Youth Polytechnics (YPs) (*MoLHRD: 2005*), **(Director of Youth Training MoYAS to update this figure as at March 2012)** currently under the

Ministry of Youth Affairs and Sports (MoYAS). There are also 87 institutions (*this total includes the 48 under MoHEST*) spread in 15 Ministries and about 1,000 vocational training institutions under private, commercial, civil society and faith organizations including some company-based training. The main thrust in this policy is to promote better collaboration and quality control in TVET and encourage TVET institutions across the country.

In 2010 the public universities admitted 32,000 students while the private universities admitted 10,000 students. 42,000 students joined university. In that year 357,488 candidates took the Kenya Certificate of Secondary Education (KCSE) Examination. Of this number 97,137 obtained the minimum requirement for University admission at C+. In 2011 the enrolment in public TVET institutions was 60,000 with the annual intake being roughly 25,000. Other middle colleges in the public and private sectors are estimated to have admitted another 75,000 students. Thus of the 357,488 KCSE candidates in 2010 only 142,000, or 40% could find opportunities for further or higher education. The rest 215,488 or 60% effectively were left without any training. This is a relatively huge number of young people to be left without any training. There is no doubt that this constitutes a huge loss to the national economy.

### 1.3. MAJOR CHALLENGES IN TVET

While TVET has witnessed growth there are challenges that need to be addressed. The most influential are:

- (i) The large number of young people who graduate annually from the secondary school system. According to the KNBS 2009 census there are over 8 million Kenyans aged between 17 and 24 years seeking training in tertiary institutions. Of this group 10 % are planned to

- join degree training programmes leaving the remaining 90% seeking for places of training in TVET
- (ii) Poverty makes it difficult for most Kenyans to pay for TVET. The result is that most trainees end in cheap irrelevant programmes whose graduates do not acquire the requisite skills for the work place.
  - (iii) Relatively, industry is offering few direct employment opportunities for TVET graduates due to-a mismatch between training offered and the actual skills demands of industry.
  - (iv) Curriculum delivery mode in majority of TVET institutions is theory-based as opposed to the desired combination of theory and practical and continuous competency development monitoring and assessment modes
  - (v) The supply-end push is prevalent instead of the desired market-end-pull for enrolment in TVET.
  - (vi) There is no deliberate link between the current TVET curriculum and Kenya's Vision 2030 needs as most programmes were developed before the conception of the Vision. This renders most programmes not relevant for the immediate national development needs.
  - (vii) Co-ordination mechanisms and linkages between and among TVET institutions under the different ministries are weak as decision making in TVET is highly centralized at their respective ministry headquarters at the expense of the crucial grass-root level boards and associations of affiliated institutions where actual education and training services are delivered, monitored and evaluated.
  - (viii) TVET perception needs to change.

## **CHAPTER TWO: PHILOSOPHICAL FRAMEWORK**

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### **2.1 TVET PHILOSOPHY**

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The proposed TVET policy is based on National Development Agenda and in particular Vision 2030. It is also focused on providing skills that meet the needs of the workplace as well as self-employment. Tertiary education and hands-on skills at the lower level TVET are premised on the principle; *“education and training for the workplace”*. TVET will therefore be provided for the purpose of guaranteeing human and economic development. Thus the outcomes of TVET must be human resources fit and ready for the job market. TVET is responsible for the construction, maintenance and operation of infrastructure in all sectors. In addition, TVET graduates are responsible for service delivery and production of goods in all sectors. It is essential therefore that TVET graduates possess the right attitudes to work, have the right core values and, above all, can be relied upon to deliver at the workplace. Entrenching soft or generic skills in TVET is of paramount importance. Thus integrity, ethics, professionalism and accountability must underpin these skills.

### **2.2 VISION (WOULD THE STRATEGY GIVE A DIFFERENT VISION MISSION AND GOAL?)**

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Skilled and employable human resource that is responsive to national needs and global competitiveness

### *2.3 MISSION*

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To provide inclusive, flexible and equitable technical, vocational education and training responsive to the requirements of the national economy and global competitiveness

### *2.4 GOAL*

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The goal of TVET policy in Kenya will be to develop an effectively co-ordinated and harmonized TVET system that is capable of producing quality skilled human resource, with the right attitude and values as required for growth and prosperity of the various sectors of the economy by 2030.

### *2.5 GUIDING PRINCIPLES*

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This policy promotes the Government's endeavours to operate within the following principles:

- a) **Access and equity** - Every Kenyan has a right to access quality and relevant education and training. The policy shall therefore create an enabling environment, opportunities and mechanisms to provide opportunities to those seeking to pursue quality technical training at all levels.
- b) **Inclusivity and respect for cultural and social diversity-** National values shall be respected and promoted in all TVET institutions and this includes principles and in particular paying greater attention to trainees with disability, human dignity, equity, equality and protection of marginalized societies.

- c) **Non discrimination-** There shall be no discrimination on grounds of race, colour, gender, religion, national or social origin, political or other opinions, economic status.
- d) **Quality and Relevance** -Emphasis shall be placed on demand driven training. This principle shall promote technical performance thresholds, professionalism, knowledge and qualification needed in the various sectors of the economy.
- e) **National integration-** Structures, employment opportunities, occupational standards and development prospects within TVET shall be made available and accessible to all Kenyans.
- f) **Life-long Learning-** The training will be designed to operate within a framework of open-ended and flexible structures in the context of lifelong education and facilitate the achievement of the MDG on training for all. The principle of continuing training shall aim for improvement of professional qualifications and updating of knowledge, skills and understanding.
- g) **Entrepreneurship Culture-** TVET examination and competence assessment shall be centered on promoting and developing innovation, creativity and entrepreneurial minds for self reliance
- h) **Complementarily** -Alternative syllabi will be developed and implemented alongside mainstream training curricula in order to provide complementary education for linking in those receiving technical and vocational apprenticeship training in the form of on-the-job training or other skill drilling in institutions and settings other than formal training facilities.
- i) **Environmental enhancement** -Curriculum content selection will infuse material on sustainable enjoyment, preservation and

protection of the environment and the common heritage of the country.

- j) **Collaboration and Partnerships** - TIVET sector will aim at creating an enabling environment for promoting public-private partnerships and for enhancing investment in technical training
- k) **Information and communication sharing** - TVET sector will aim at promoting integration of information and marketing of training opportunities through ICT-mediated channels and systems.
- l) **Integrity and Ethical Practice:** TVET sector will aim at providing leadership structures and organs based on integrity and ethical practices to promote the servant leadership principles of respect for human rights and fairness for the people.
- m) **Competitiveness** -meeting the needs of local and global labour markets
- n) **Culture of technology transfer and adoption of new and emerging technologies** for use in productive systems leading to employment creation
- o) **Sustainability of training:** Institutions will always strive to optimize the quality of training outputs and outcomes, delivery and funding while ensuring perpetuation and prudent utilization of available resources.

## 2.6 BEST PRACTICE AND GLOBAL TRENDS IN TVET

There are some notable practices that characterize the current situation in TVET globally that may qualify as best practice and hence influence the formulation of policy for Kenya. These include :

- a. A well defined and articulated policy for the TVET;
- b. TVET–sector policy aligned to National development goals;

- c. Clearly articulated mechanisms for assuring access and equity in TVET;
- d. Strong partnership between industry and TVET institutions;
- e. An incentivized environment that makes TVET vibrant, including good facilities and well trained human resources,
- f. Good accessibility of reliable information and knowledge resources on TVET
- g. Well organized institutions and processes for TVET;
- h. Effective transition system of well-organized and diversified pathways that connect TVET sector and the world of work; and
- i. Sustainable financing mechanisms for TVET.

### 2.7 DESIRED SITUATION IN TVET IN KENYA

Efforts will be channelled in order to achieve the overall objective of TVET, to transform training into a system that effectively ~~to~~ provides relevant and adequate skills for industrial and economic development identified in Kenya's Vision 2030. *(harmonize with the goal and mission above or do not repeat)*

TVET will therefore require a major transformation as follows:

- a. Re-align TVET programmes to National goals and market needs;
- b. Expand available TVET opportunities for more access
- c. Devolve and decentralize TVET training to counties to provide equal opportunities for all;
- d. Employ affirmative action to increase equity;
- e. Entrench competency-based modular training methods
- f. Develop competence-based assessment and skills verification with the involvement of institutions and industry;
- g. Reform governance and management of the TVET sector and institutions and;
- h. Assure the quality of delivery of programmes both internally and externally;

- i. Manage TVET rebranding process;
- j. Develop and implement a mechanism for sustainable financing of TVET.

## **CHAPTER THREE: POLICY OBJECTIVES AND DIRECTION**

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### ***3.1 POLICY OBJECTIVES***

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The policy objectives will provide a framework for development of TVET which will achieve two main paradigm shifts;

- a) The shift from time-bound, standard curriculum-based training to flexible, competency-based education and training (CBET) and;
- b) The shift from supply-led training to demand-driven enrollment.

These shall be achieved by reforming the pedagogical model and methods of learning while promoting the involvement and participation of

industry in both the design, and delivery and assessment of TVET skills and competencies.

The proposed two paradigm shifts are required to achieve the following five main objectives:

### **3.2.1 Objective 1: Providing relevant skills for industrial and economic development**

It is the policy of Government to promote relevant programmes and courses in TVET. To effect this, the Government, in partnership with private sector and professional bodies, will ensure that all courses in TVET are market driven and address the needs of the workplace as well as promote self employment. This requirement will form the basis for the following reforms:

1. Introduction of competence based training to enable TVET graduates acquire skills, knowledge and right attitudes to perform jobs to the required standard.
2. Establishment of TVET centres of specialization that are fully equipped with state of the art training facilities and well trained staff to offer training programmes that are of national importance
3. Reforming apprenticeship system to allow TVET graduates to work and study
4. Encouraging entrepreneurship in all TVET programmes to promote for self reliance

### **3.2.2 Objective 2: Improving access, equity and employability**

In accordance with the Constitution of Kenya 2010, the Government will ensure access and equity in TVET. Specifically, government will pursue a

policy of attaining and sustaining a Gross Enrolment Ratio (GER) of 30% in TVET. These GER will be pursued at all levels, namely; nationally, at county and constituency levels and in addition it will be the yard stick for equity with respect to gender, persons with disability, minority and marginalised groups. The private sector and households will be expected to play the leading role in expanding access to TVET. This requirement will form the basis for the following reforms:

1. Expanding Geographical Provision to have at least one Vocational Training Centre (VTC) at constituency level, at least one Technical College (TC) at county level, Technical Teachers' Training College (TTTC), National Polytechnics (NPs) and Technical Universities (TUs) with provision for each of these setting up campuses in underserved locations according to demand.
2. Achieve gross enrolment ratio of 30% in TVET by the year 2030. *(This is a goal and not a reform)*
3. Making training delivery flexible through competency based modularization process and , incorporating not only traditional face-to-face and print-based delivery, but also the use of a variety of electronic technologies and others such as distance education or e-learning online to enhance student and teacher access to learning and skill-drilling resources.
4. Focusing on skills for Women *(which skills are for women- aren't we going unisex?)*
5. Training for persons with disability
6. Integrating informal economy workers in order to provide them with skills, innovation and knowledge to improve their enterprise performance

7. Enhancing the mobility of skilled workers
8. Career guidance and placement services to support students in career planning and selection as well as entrenching industrial attachment.
9. Offering al Education in Schools
10. Enhancing the social status of skills training

### **3.2.3 Objective 3: Assuring quality**

In Kenya, the quality of training differs greatly from institution to institution. The reasons for this are many, but one fundamental cause is the absence of uniform quality assurance measures. Quality must be assured in all aspects of the new skills development system from design to delivery. This will be achieved through:

1. Streamlining policy making process in order to provide much needed strategies.
2. Establishing the National Qualifications Framework of Kenya (NQFK)
3. Establishing a central TVET admission service to be managed under the Kenya universities and tertiary colleges admission service (KUTCOAS) Act 2012 *(Will this KUTCOAS admit for VTCs, technical colleges, institutes of technology and vocational colleges such as teacher training colleges, KMTC and Kenya Utalii College also?)*
4. Review and enforce minimum qualifications of TVET lecturers and instructors including compulsory industrial attachment *(Over and above teaching practice or instead of TP?)*
5. Establish Technical and Vocational Education and Training Assessment and Certification Council.



The council shall carry out the following functions:

- (a) prepare syllabuses for the training institutions' examination, assessment and competence certification;
  - (b) make rules with respect to such examination/assessment awards and certification;
  - (c) arrange and coordinate examinations and competence assessment and verification and issue certificates to candidates who satisfy examinations and competence assessment requirements;
  - (d) promote recognition of its examination and competence assessment awards in foreign countries.
  - (e) Investigate and determine cases involving indiscipline by candidates registered with it;
  - (f) Promote and carry out research relating to its examinations/assessments and awards;
  - (g) Promote the publication of books and other materials relevant to its examinations/assessment awards;
6. Reorganize TVET Staff management in order to improved service delivery and improve public image of TVET institutions
7. Undertaking Research *(couldn't this be combined with f here above?)*

#### **3.2.4 Objective 4: Organizing TVET Institutional Framework**

The performance and responsiveness of TVET institutions in Kenya is hampered by the lack of clear organisational structures. Decision making on key issues will be entrenched through the following reforms:

1. Streamline the categories of TVET Institution.

As a process towards re-branding and provision of effective pathways for TVET graduates, institutions shall be categorised into four categories, namely VTCs to train artisans and award them Artisan Certificates; TCs to train craft persons and technicians and award them Craft Certificates and Technical Diplomas; TTTC to offer Diploma in Technical Teacher Education; Institutes of Technology and NPs to train technologists (in collaboration with universities) and technicians for award of Technologist Degrees and Technical Diplomas respectively; Technical Universities or Universities of Technology shall offer technologist programmes for award of degrees and post graduate certificates, diplomas and degrees.

2. Establish the TVET Authority:

Co-ordination and regulatory mechanisms and linkages among TVET institutions continue to remain a major challenge. This has resulted into uncoordinated and disjointed quality management and regulatory process fragmentation with many private institutions mushrooming and delivering all kinds of uncoordinated training curricula and competence assessment mechanisms often leading to issuance and release into the labour market of certificates with doubtful quality and questionable integrity.

To address this situation, a Bill shall be drafted for enactment by Parliament under which a TVET authority shall be created to carry out the following functions:

- (a) regulate and make coordinated training mandatory under the ~~this~~ Act;
- (b) advise and make recommendations to the Cabinet Secretary on all matters related to training;
- (c) define the national objectives to be achieved in training under this Act;
- (d) promote access, equity and relevance in training according to needs within the framework of the overall national socio-economic development plans and policies;
- (e) develop policies, plans, and guidelines for the effective implementation of the provision of this Act;
- (f) establish a training system which meets the needs of both the formal and informal sectors as provided under this Act;
- (g) collect, examine and publish information relating to training;
- (h) license, register and accredit training institutions;
- (i) register and license trainers;
- (j) Accredit competence based assessment centres and examiners
- (k) advise on the development of a scheme of service for trainers;
- (l) assure quality and relevance in programmes of training;
- (m) accredit examination and curriculum development bodies in training;

- (n) liaise with the other Ministries, government departments and with the private sector on matters relating to training;
  - (o) conduct regular monitoring, evaluation and inspection of training institutions, and
  - (p) mobilize resources for development of training;
  - (q) Promote Technical And Vocation Education And Training;
3. Reforming Management of TVET Institutions to promote accountability, and provide proper leadership

TVET institutional management is key in the decision making and transformation process of the sector. This framework shall accord BoGs and Councils powers to manage TVET institutions in accordance with the new constitutional provisions of being servants of the people and rulers. It is therefore expected that the appointment of the BOGs and Council members shall follow due process in order to uphold high standards of accountability, integrity and leadership. The management structure in TVET institutions shall be in the following order:

- (a) Vocational Training Centres and Technical Colleges shall be managed under Boards of Governors
- (b) Technical Teachers' Training Colleges and National Polytechnics shall be managed by councils
- (c) Technical Universities shall be established and managed in accordance with the provisions of the Universities Act 2012.

- (d) Teaching and non staff at the VTC and TC will be managed by BoG and where necessary TSC may second teaching staff to work in such institution
- (e) Staff at the TTTC,NPs and TU will be management by the councils
- (f) Accredit industry-based technical personnel to offer specialized modular training.

### **3.2.5 Objective 5: Sustaining the Financing of TVET**

To achieve the required reforms, considerable financial resources will have to be mobilised. It is essential to examine creative, unconventional ways and means of mobilising resources and generating revenues for TVET, other than government budgetary allocations. This will be achieved through:

1. Strengthening partnerships in TVET Institutions for improved access, enhanced quality in delivery of programmes, improved examination and assessment system.
2. Establishing the TVET Fund to be managed by TVET Funding Board. The functions of the Board shall be:
  - (a) disburse funds to TVET institutions in accordance with criteria prescribed by the Cabinet Secretary, taking into account the respective technical universities' tertiary technical colleges' and vocational centres' output, efficiency and role in areas prioritised by the Government;
  - (b) In consultation with the institutions, establish the maximum differentiated unit cost for the programmes offered in every

institution and differentiated remuneration for TVET staff by discipline and advise the Government accordingly, and  
(c) receive funds for purposes of the Fund from the Government, donors, and from any other source;

3. Establishing TVET student's financial aid under the expanded
4. The KUEF will be responsible for all student financial aid, as well as capital grants, loans and budgetary support to Universities. The Fund will have the following mandates:
  - Administration and awarding of Government scholarships, bursaries, and student loans. Mechanisms will be put in place to ensure that the loans remain affordable to students by making interest rates charged (student and capital development loans) will be subject to approval of the Treasury.
  - Formulation of mechanisms to determine the needs of each public institution for allocation of capital development grants, low cost loans and budgetary support. They will work in consultation with the TVET institutions, universities, the Ministry charged with TVET and university education, and the Treasury, but remain the final authority.
  - Make available to private (non-profit) universities conditional capital development grants and loans at concessionary rates.
  - Make available to private (for-profit) universities conditional loans at concessionary rates.
  - Determine maximum programme Differentiated Unit Costs (DUC), in consultation with the public universities; and
  - To mobilize additional financial resources to achieve its mandate, including and not limited to endowment funds, raffles, higher education bonds, etc.

### **3.2.6. Objective 6: Re-branding TVET**

Currently TVET has negative perception which has accumulated over time unattended. It is common knowledge that this negative perception is due caused by lack of clear admission procedures of TVET, inappropriate infrastructure and equipment, weak staff manangement, weak curriculum, examination and competence assessment procedures, low funding. The rebranding process will be achieved through developing and implementing re-branding strategy within five years' plan. The outcome of the rebranding process will be but not limited to the following:

- (a) Increased student enrollment
- (b) Increased employability of TVET graduates
- (c) Expanded scope on innovation within TVET institutions
- (d) Improved partnership between TVET institutions and industry

## **CHAPTER FOUR: IMPLEMENTATION FRAMEWORK**

### **4.1 Time Frame**

The TVET policy will be implemented in 5-year strategic plans beginning 2012 towards the attainment of Vision 2030. The Government will ensure that the institutions and initiatives that have a bearing in the implementation of these provisions are in place and properly functioning. Facilitation of smooth implementation of the policy will depend on the consultative mechanisms and on clarity of stakeholder and their

corresponding roles and responsibilities. Since TVET activities cut across institutional mandates of various government ministries and agencies, there will be need for clear demarcation of responsibilities and supervisory accountabilities for quality TVET delivery.

The implementation framework will operate at four main levels as follows:

#### **4.2 Institutional Arrangements**

The current institutional framework in TVET is highly fragmented and will call for a new framework.

#### **4.3 Coordination of TIVET**

The Ministry responsible for TIVET will coordinate the implementation of this policy. The Ministry will establish an Inter-Ministerial Coordinating Committee to promote and integrate the provisions of the policy.

#### **4.4 TVET Institutions**

TVET institutions will be critical in ensuring that the policy is communicated to stakeholders including staff, students, BoGs and community. The institutions will comply with constitutional provisions especially in access and equity, Bill of Rights, promotion of National values and Leadership among others.

#### **4.5 Devolved Responsibilities**

County Government will be integral in this process. The National and County Governments will enter into agreements for the purpose of implementing this policy. The ministry will devolve its services to the County level.

#### **4.6 Technical and Vocational Education and Training Assessment and Certification Council**

The capacity of Technical and Vocational Education and Training Assessment and Certification Council shall be enhanced in order to execute its mandate of Curriculum development and competence assessment. This process shall enhance industry participation in curriculum development and during competence assessment.



#### **4.7 Technical and Vocational Education and Training Authority**

The TVETA will promulgate policies, plans, programmes and guidelines for the effective implementation of the TVET Act, coordinate and monitor TVET system and skills development programmes, restructure the entire sector consisting of all institutions and programmes involved in the promotion and development of middle-level manpower, establish and administer a system of accreditation of both public and private institutions and determine and approve systematic funding schemes for technical education and skills development.

#### **4.8. TVET Funding Board.**

Resources shall be mobilized to support the financial base of the Board.

#### **4.9 Monitoring and Evaluation**

It is government policy to monitor the implementation of this policy and assess outcomes of the programmes implemented in the TVET sector. Subsequent to this policy, the government will institute a monitoring and evaluation strategy. All public and private TIVET institutions will be required to submit periodic data on the progress in the implementation of specific indicators to be determined from time to time.

#### **4.10 Transition**

A transition period to prepare for the implementation of the proposed policy interventions including the establishment of the TVET Authority is recommended for the following reasons:

1. To give time to stakeholders to agree on the nature and functions of the TVET Authority;
2. To secure consent of all affected parties on the changed roles and responsibilities of Government Ministries and Agencies;
3. To develop a Strategic Framework for the TVET reforms;

4. To provide information to all stakeholders on the anticipated changes.
5. To manage the change process towards permanent structures for TVET.

It is proposed that this transitional arrangement will operate for a period not exceeding 18 months, and the arrangement will manage the change process to arrive at permanent structures for TVET as follows:

- (a) A TVET Reforms Co-ordinating Committee comprising relevant government ministries and partners to oversee guide and regulate the reform process. The Co-ordinating Committee will have authority to make binding decisions and will form Technical Sub-Committees to consider specific thematic aspects of the reform process.
- (b) A joint Ministerial Team at permanent secretary level to provide policy guidance to the TVET Reforms Co-ordinating Committee. The Joint Ministerial Team will comprise the Ministries of Higher education Science and Technology, Education, Labour and Human Resources Development, Youth Affairs, Health and Trade and Industry and any other ministry involved in TVET. These Ministries will Chair meetings of the TIVET Reforms Co-ordinating Committee on a “rotating” basis.
- (c) A lean TVET Secretariat to articulate, manage and co-ordinate the activities of all Ministries and other stakeholders in TVET on a full-time basis. The Secretariat will be composed of a Team Leader, and a small group (2 to 4) TIVET Experts provided with support staff and logistics. Staff of the TVET Secretariat will be selected through a competitive process,

and will have to exhibit strong leadership and analytical capabilities.