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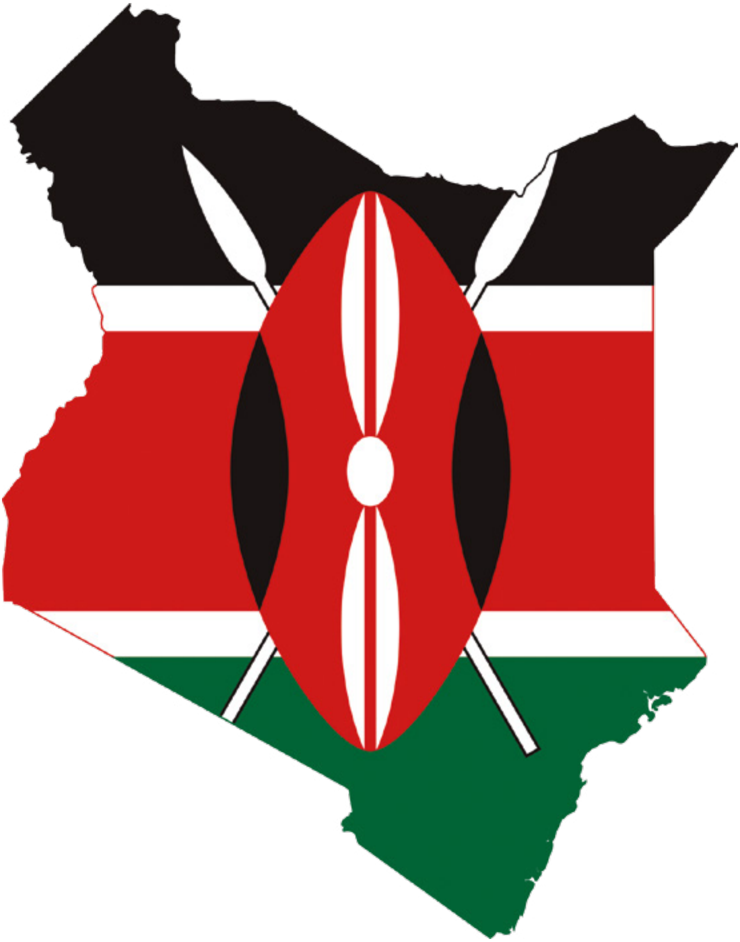

The socio-economic context

The constitutional reform of 2010 together with the Kenya[1] Vision 2030 plan for long-term development have transformed technical vocational education and training (TVET[2]) in this African country. As the population has grown, TVET has assumed a key role in achieving national and international socio-economic development goals. This can be seen in the large number of legislative reforms, strategy papers and new programmes adopted over recent years. However, a lack of financial resources and capable personnel has held back the attainment of strategic goals and the implementation of reforms. A duplication of responsibilities at the operational and steering levels and a fragmented legal situation are two further obstacles that need to be tackled.

1. Disclaimer: information for this report partly stems from field research carried out in January 2018 during which expert interviews were conducted in Nairobi with stakeholders in the Kenyan skills formation system.
The author wishes to thank Laura Brewer, Aggrey Ndombi and Christina Wambui Ngugi for comments and additional information for this report.
2. The term TVET is applied throughout this report since it is the one most widely used in Kenya.

A 2019 population and housing census report estimated Kenya's total population at 47.6 million, up from 37.7 million a decade earlier in 2009 (KNBS, 2019a, p. 8). An estimated 40 per cent are under the age of 18 (MOEST, 2019, p. 25). A majority 74.4 per cent of Kenyans live in rural areas, while more than half of city-dwellers live in slums (MOEST, 2019, p. 27).

Classified as a lower middle-income country by the World Bank since 2014, Kenya's current Human Development Index score is 0.590, ranking it 142nd in the world (UNDP, 2018). The most recent 2015 estimate for the Kenyan GINI index was 40.8, the lowest since it was first measured in 1994 (World Bank, 2019a). Despite an apparent reduction in income inequality over the past two decades, 36.1 per cent (i.e. 16.4 million) Kenyans live in "overall poverty"[3], according to the latest survey data from 2016 (KNBS, 2018a, p. 297).

3. "Overall Poverty refers to households and individuals whose monthly adult equivalent total consumption expenditure per person is less than Kenya shillings (KSh) 3,252 in rural and peri-urban areas, and less than KSh 5,995 in core-urban areas" (KNBS, 2018a, p. 294).

Kenyan GDP has grown steadily since 2013, usually by around or above five percentage points per annum (KNBS, 2018a, p. 8). In 2018, GDP amounted to US$87.9 billion (World Bank, 2019b) and the rate per capita was US$1,710.5 (World Bank, 2019c). Although on a downward trend, the agricultural sector remained the biggest contributor to GDP in 2018, followed by transport and storage, manufacturing and wholesale, and retail (KNBS, 2019b, p. 8). The highest growth rates were registered by the hospitality (accommodation and restaurants), the information and communication, and the transportation and storage sectors (KNBS, 2019b, p. 11). The agricultural sector remains vulnerable to extremes in weather (droughts, heat waves), as well as to pests and disease. A delay to vital infrastructure (e.g. railways and dams for irrigation) has further impeded value added agricultural production and compromised food security (Republic of Kenya, 2018a, p. 6). The Kenyan Government has also acknowledged a lack of competitiveness in its manufactured goods.

Among the challenges to the country's economy are increasing public debt, which by 2017 had reached 56.2 per cent of GDP; concerns over security; and the slow uptake of strategically important public–private partnership projects (Republic of Kenya, 2018a, pp. 6-7; Owino and Mutua, 2019, p. 7). In addition, the majority of enterprises in Kenya are best classified as micro, small and medium-sized enterprises (MSMEs).[4] More recently, because of a cap on interest and lending rates and high government borrowing, these MSMEs have found it hard to obtain loans, which makes operating difficult (Central Bank of Kenya, 2018, p. 4).

In 2017, Kenya's working age population between the ages of 15 and 64 was estimated at 27 million (Republic of Kenya, 2018a, p. 31). The same year, labour force participation stood at 66.8 per cent (World Bank, 2019d). According to the 2016 Basic Report on the country's labour force, Kenya's unemployment rate was 7.4 per cent. Teenagers and young adults aged between 15 and 19, 20 and 24, and 25 and 29 had the highest unemployment rates, which were 14.9 per cent, 19.2 per cent and 9 per cent, respectively (KNBS, 2018b, p. 40).

In comparison, the unemployment rate among adults aged between 30 and 34 was 4.6 per cent (KNBS, 2018b, p. 40). Among unemployed, the number of women was almost double that of men across all age cohorts (KNBS, 2018b, p. 40). Among 15 to 24-year-olds, 13.7 per cent were NEETs (persons not in education, employment or training) in 2016 (World Bank, 2019e).

4. The Kenya National Bureau of Statistics classifies enterprises as follows: micro enterprises – less than 10 employees; small enterprises – 10 to 49 employees; medium-sized enterprises – 50 to 99 employees (Mwangi, 2016, p. 3).

Employment opportunities in the informal economy by far outstrip those in the formal sector (787,800 compared to 100,000 jobs created in 2017) . Moreover, the ratio of informal to formal employment averaged 87%:13% for the period 2013–17 (Republic of Kenya, 2018a, pp. 13, 31). Men comprise the largest proportion of employees in the informal economy (known locally as Jua Kali) and more than two thirds of informal jobs are in trade, production and related services (repairs, maintenance, etc.), or restaurants and hotels (World Bank, 2016a, p. 1; Mwangi, 2016, p. 9). Persons with either no or little educational attainment are more likely to work in informal MSMEs than those with secondary or higher education (Mwangi, 2016, p. 12).

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Development and employment policies

The long-term development plan named Kenya Vision 2030[5] has been in force since 2008 and is the overarching development policy framework for the country. Vision 2030 rests on three pillars: economic, social and political. So-called Medium Term Plans (MTPs) set development goals and priorities for five-year periods and act as progress reports on the implementation of Vision 2030. The current MTP III (2018–22) comprises the "Big Four Action Plan", focusing on boosting manufacturing, food security and nutrition, universal healthcare coverage and affordable housing.[6] Education and training are prerequisites for the realization of the Vision 2030 objectives, and themselves a target for Vision 2030 action. The stated primary ambition as regards both the labour market and skills development is to "provide every Kenyan with decent and gainful employment" and build "globally competitive quality education, training and research for sustainable development" (Republic of Kenya, 2018a, pp. 32, 80).

Vision 2030 conforms to the regional development strategy, Africa 2063, and to the United Nation's Sustainable Development Goals.

5. See www.vision2030.go.ke for more information.

6. The full title of the 3rd MTP is "Transforming Lives: Advancing socio-economic development through the 'Big Four'".

"The State shall take measures, including affirmative action programmes, to ensure that the youth— (a) access relevant education and training."

– Constitution of the Republic of Kenya

Article. 55

The skills system in Kenya

TVET policies and reform

Since a new Constitution was adopted in 2010, Kenya's TVET programme has undergone adjustment and revision. Policy reforms are ongoing and a large number of strategies have been adopted. In addition, numerous Acts and Sessional Papers were passed between 2012 and 2019 that serve as the legal basis for a diverse array of new agencies and entities pertaining to the education and training system and the Kenyan labour market in general. For example, the aim of Sessional Paper no. 14 (2012) is to increase enrolment in TVET by 20 per cent by 2023. It also provided the impetus for a new TVET Act. Technical and Vocational Education and Training Act no. 29 of 2013 together with its associated subsidiary regulations from 2015 lay down guiding principles for vocational skills formation; identify the training institutions that comprise the TVET system; stipulate management arrangements; and regulate the accreditation of TVET institutions and the licensing of trainers.

The Curriculum Reform Policy (2015) establishes Competence Based Education and Training (CBET) for all levels and a competency-based curriculum was officially launched in 2018. Sessional Paper no. 1 of 2019 serves as "A Policy Framework for Reforming Education and Training for Sustainable Development in Kenya". This latest legislation outlines structural reform of Kenya's education and training system envisioned since 2017.[7]

Vision 2030's MTP III defines several flagship projects, programmes and policy reform objectives in the area of TVET. It addresses strengthening the link between training institutions and industry; the development of a national internship programme for graduates; the upgrading, expansion and revitalization of vocational training entities; and skills development for small and micro enterprises (Republic of Kenya, 2018a, pp. 33–34).

[7] Kenya seeks to move from a 8-4-4 structure (eight years of primary education, four of secondary education and four or more years of tertiary education) to a 2-6-6-3 model (two years of pre-primary and six years of primary education, another six years of secondary education and three or more years at the tertiary level) (MOEST, 2019, pp. 50–52).


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Governance

The Kenyan Constitution of 2010 defines education and training-related responsibilities for both the national government and the 47 counties. It establishes a right to education for every Kenyan and provides measures for ensuring that youth has access to relevant education and training (Republic of Kenya, 2010). The national government determines education policy, sets standards, curricula, examinations and awards university charters. It oversees primary and secondary schools, Technical and Vocational Colleges (formerly Technical Training Institutes and Institutes of Technology), National Polytechnics, Technical Universities, Universities and other research entities (Republic of Kenya, 2010). The counties and their Education Boards are responsible for the management and funding of early childhood development and education facilities, Vocational Training Centres (formerly Village or Youth Polytechnics) and Homecraft Centres (Republic of Kenya, 2010).

The Ministry of Education, Science and Technology (MOEST), or more precisely its State Department for Vocational and Technical Training, and the State Department for Post Training and Skills Development assume the major responsibility for initial and continuing TVET. Subordinate to the Ministry are a number of subsidiary, parastatal entities, also known as a Semi-Autonomous Government Agency (SAGA) or Parastatals.

The seven most relevant SAGAs for vocational training that operate under MOEST control are:

- Kenya Technical Trainers College **(KTTC)**;
- Technical and Vocational Education and Training Authority **(TVETA)**;
- Kenya Institute of Curriculum Development **(KICD)**;
- TVET Curriculum Development, Assessment and Certification Council **(TVET CDACC)**;
- Kenya National Examinations Council **(KNEC)**;
- Kenya National Qualifications Authority **(KNQA)**;
- Teachers Service Commission **(TSC)**.

The Ministry of Labour and Social Protection (MLSP), specifically its State Department of Labour, is tasked with labour market policy, human resource planning and development, as well as industrial relations. It oversees the industrial training system under the umbrella of the National Industrial Training Authority (NITA). As a SAGA, NITA operates five Industrial Training Centres offering apprenticeships, indentured learnerships and industrial attachment programmes (NITA, n.d.-a; Republic of Kenya, 2012a [1959, 1983]; Republic of Kenya, 2012b [2007]). Vocational Rehabilitation Centres catering for, among others, learners with disabilities also operate under the aegis of the MLSP (MLSP, 2019, p. 11). In addition, the Ministry administers the Kenya National Occupational Classification System (KNOCS).

Social dialogue

To date, vocational training in Kenya has been primarily organized and financed by the Government of Kenya (GoK). Consequently, the involvement of companies, workers' organizations and business associations is rather weak. The business community, in the form of various associations, sits on TVET steering committees (e.g. KNQA Council, National Industrial Training Board, Sector Training Committees), as well as participates in individual national and international, donor-funded projects. The introduction of CBET necessitated the development of new standards, a process in which expertise was sought, particularly through so-called Sector Skills Advisory Committees (SSACs). In addition to publicly-run vocational training institutions, there are a number of private providers, including training academies established by business associations such as the Kenya Association of Manufacturers (KAM), accredited by the Technical and Vocational Education and Training Authority (TVETA).

Workers' organizations are less visible in TVET governance. Union activity is focused primarily on collective bargaining for teachers and other educational staff. Teachers' unions are more likely to be involved in councils or serve on committees than workers' and learners' unions.

Financing

Between 2010 and 2017, the GoK spent on average 5 per cent of GDP on education and training (MOEST, 2019, p. 29; World Bank, 2019f). This is lower than in the early 1990s and early 2000s when education spending was 6 to 7 per cent of GDP (World Bank, 2019f. The education budget is distributed according to educational level (see table 1). In the financial year 2014/15, public TVET entities, under the aegis of the 47 counties and MOEST, received only 5 per cent of the total education budget, whereas around two-thirds went towards recurring expenditure (MOEST, 2019, pp. 34, 36). In comparison, in the same year, 41 per cent of the total education budget went towards primary education, 31 per cent towards secondary education, 15 per cent towards universities and 2 per cent towards Early Childhood Development and Education; lastly, administrative costs accounted for a further 6 per cent of the budget (MOEST, 2019, p. 35). Table 1 gives a broad indication as to current 2017/18 public expenditure on education and training.[8]

8. It should be noted that data in reports published by different governmental entities (MOEST, MLSP or the National Treasury) is not coherent or detailed. Information about expenditure on education and training for the most recent year 2018/2019 was not readily available at the time of writing.

Table 1. Distribution of education budget by educational level.

Educational level	Approved budget, financial year 2017/18 (total) (million KSh)
Primary education	23,443.00
Secondary education	60,765.00
TVET, including Vocational Training Colleges (VTCs), at county level	13,224.00
University education, including research, science and technology*	100,417.02

Source: Republic of Kenya, 2018b, pp. 47–49. Refers to the sub-programme Research Management and Development, Knowledge and Innovation Development and Commercialization Science and Technology Development and Promotion.

The 2013 TVET Act foresaw the establishment of a TVET Funding Board to administer a public Technical and Vocational Education Fund. To date, this Fund has yet to be created and the Board is not operational.

The industrial skills system administered by NITA is mainly financed by a training levy that is currently 50 Kenyan Shillings (KSh) per employee. Every company registered in Kenya is required by law to pay this levy. It is not deducted automatically from a company's payroll, but instead transferred to NITA at the end of each month. Paying companies are entitled to be reimbursed for either a part or the entire cost of training employees through NITA. Companies that accept apprentices or indentured learners, or that participate in other industrial training programmes implemented by NITA, receive grants in recompense (NITA, n.d.-c; Republic of Kenya, 2012a [1959, 1983]).


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Skills anticipation

The Kenya Labour Market Information System (KLMIS) was established in 2017 to provide a diverse array of labour market services. These include the accreditation of private employment agencies, the delivery of public employment services in cooperation with the National Employment Agency (see below) and the attestation of foreign employment contracts (in cooperation with the Department of Labour), something which is mandatory for Kenyans wanting to work abroad. KLMIS is also supposed to supply information to each county on skills demand and skills gaps, labour market indicators, training institutions and programmes (KLMIS, n.d.-a).

Skills shortages have been identified in construction and crafts, machine operation and assembly, clerical work and sales (KLMIS, n.d.-b). It is anticipated that the mining, oil and gas, information and communication technology (ICT) and railway sectors will all create jobs and new occupations, although no timeframe is given for this to happen (KLMIS, n.d.-c).

According to the MLSP, the effective operation of the KLMIS is compromised by poor data sharing between relevant institutions (MLSP, 2019, p. 16). To remedy this, the Ministry's Strategic Plan (2018–22) proposes better linkage between the KLMIS and other (as yet, unspecified) labour market databases (MLSP, 2019, p. 66).

Skills development

Enrolment in formal TVET

The Kenyan Government, faced with a growing population combined with unemployment and unmet skills demands, has chosen to expand the country's education and training system. By 2018, the number of public educational institutions had increased to a total of 94,399, a 4.5 per cent increase on 2017 (Mwangi, 2019, p. 32). The number of accredited bodies providing TVET grew by 16.7 per cent to 2,289 between 2017 and 2018 (ibid., p. 32). Enrolment has risen at all educational levels, except for universities, with formal TVET accounting for the largest increase of 32.3 per cent between 2017 and 2018 (ibid., p. 32).

The majority of vocational training in the informal Jua Kali sector is given by traditional apprenticeships, especially in the production and service sectors. It is estimated that 40 per cent of young people in Kenya acquire vocational skills through this form of training (MOEST, 2012a).

Improving delivery and assessment of training

Curriculum reform and initiatives to increase time spent by learners and TVET staff in workplace settings are geared to improving public TVET provision.

The expectation is that primary and secondary education graduates will be better prepared for TVET programmes and that the introduction of CBET will increase the relevance of qualifications gained through TVET. A goal is to give TVET students greater flexibility regarding the duration and content of training (MOEST, 2019, pp. 46, 47–48). The TVET Curriculum Development, Assessment and Certification Council (CDACC) is developing competence-based curricula, together with examination, assessment and certification modalities, some of which are already being piloted in Technical and Vocational Colleges (VTCs).

In addition, new degree level qualifications called National Vocational Certificates in Education and Training (NVCET) is being trialled in VTCs. If successful, the aim is to expand this initiative (Republic of Kenya, 2016, p. 26). Unlike NVCETs, the CDACC curricula map a progression pathway along education and training levels. Several programmes address further training and upskilling. Among these are NITA-implemented industrial attachment programmes for university graduates, TVET teachers and in-company trainers.

NITA has also launched several National Industrial Training Schemes geared to upgrading skills in both the formal and informal economy, as well as an apprenticeship scheme for university graduates providing learners with workplace training (MLSP, 2019, p. 10; NITA, n.d.-d).

The GoK relies on public–private partnerships to improve the funding and quality of TVET programmes (MOEST, 2019, pp. 193–94). An example is the Inclusive Growth through Decent Work in the Great Rift Valley Project (2018–22). This is a public–private partnership in collaboration with the International Labour Organization (ILO) and the Swedish International Development Cooperation Agency (Sida). The project's aim is to support decent employment, formal skills formation and business development in the counties of Narok and Nakuru (ILO, n.d.-a). Key to its implementation are local TVET institutions and private companies. A specific focus is on working with local communities to build capacities for TVET strategy development, engage in sustainable, local economic development and develop political accountability and improved access to social services (ILO, n.d.-a).

Skills recognition and quality assurance

The Technical and Vocational Education and Training Authority (TVETA) and the TVET CDACC quality assure public TVET provision. TVETA registers and accredits public and private TVET institutions and trainers. CDACC approves occupational standards and curricula as well as curriculum developers and TVET assessors (TVET CDACC, n.d.-a). In the industrial skills formation system, NITA accredits companies and in-company trainers as training providers, and is in charge of curriculum development, assessment and certification (NITA, n.d.-c).

Kenya is implementing a National Qualifications Framework (KNQF) interlinked with the regional qualification framework for the East African Community (EAC). "The scope of KNQF encompasses qualifications for all core educational and training programmes at all levels and covers recognized certificates, diplomas, degrees and awards obtained under formal or alternative settings" (MOEST, 2019, pp. 21–22).

The Kenya National Qualifications Authority (KNQA) is the SAGA administering the KNQF, recognizing prior learning (RPL) and accrediting its assessors (KNQA, n.d.).

The TVET CDACC is a provider of RPL services. Assessment centres accredited by this Council commonly offer structured trade tests through which learners demonstrate competence in a given occupational area and are certified upon successful completion of the test (TVET CDACC, n.d.-b). A recent agreement, reached between the Kenya Accountants and Secretaries National Examination Board (kasneb), the Kenya National Examinations Council (KNEC), KNQA, NITA and TVET CDACC, targets artisans from the Jua Kali sector for RPL certification (Macharia and Rasto, 2019).

Social inclusion

Accessibility of TVET

Child labour was outlawed in Kenya in 2016 (DoL, 2017, p. 10). However, the most recent survey conducted by the KNBS showed that in the same year 2.1 million children aged 5–17 were engaged in some form of employment, mainly in rural areas (KNBS, 2018b, p. 26). Discrepancies in the regulations complicate issues around child labour. These issues include compulsory schooling (currently eight years of basic education); the legal age of entry into the labour market (entry at ages 13–16 remains possible for certain jobs under certain conditions); and the age restriction for training programmes, such as apprenticeships or learnerships (under 18s are only admitted on such programmes in exceptional cases).

According to the latest population census carried out in 2009, there were over eight million Kenyans aged 17–24 who qualified for training in post-secondary institutions, but could not be admitted (MOEST, 2012b; World Bank, 2016b, p. xiv). More recent figures on net enrolment rates suggest that only about a half of primary school graduates progress from primary to secondary education (MOEST, 2019, p. 70). Participation in education beyond the primary level is constrained by several factors.

These include the cost of secondary education;[9] the uneven geographical distribution of education and training institutions; gender inequality to the detriment of girls; cultural practices; and a lack of provision for vulnerable groups and special needs learners (MOEST, 2019, pp. 71–72).

Kenya is home to almost half a million refugees and asylum seekers, mostly from Somalia, South Sudan, the Democratic Republic of Congo and Ethiopia. More than half are under the age of 18 (UNHCR, 2019; KNBS, 2018a, p. 278). The overwhelming majority (84 per cent) of registered refugees and asylum seekers live in specified camps and settlements, while a further 16 per cent are hosted in urban areas, mainly Nairobi (UNHCR, 2019). The UNHCR Refugee Programme found that around a half of children and youth living in Kenya as refugees or asylum seekers do not have access to education for a combination of socio-economic and cultural reasons (UNHCR, n.d.). Those that do take part in national examinations and follow the Kenyan national curriculum predominantly do so in donor-financed camp and settlement schools. Participation and learning opportunities decrease as leaners progress to the secondary and tertiary levels of education and then on into TVET (UNHCR, n.d.).[10]

9. The GoK implemented a so-called Free Day Secondary Education (FDSE) programme to increase enrolment at the secondary level (Republic of Kenya, 2017, p. ix; MOEST, 2019, pp. 70–71).

10. Note that the Kenyan Government has tabled the Refugees Bill, 2019 (available at www.parliament.go.ke/sites/default/files/2019-08/Refugees%20Bill%2C%202019_compressed.pdf) which is being discussed in parliament at the time of writing. socio-economic development through the 'Big Four'".

Supporting transitions to the labour market

The National Employment Agency (NEA, formerly the National Employment Bureau) was established by the National Employment Policy and Strategy for Kenya (2015) and functions as a SAGA overseen by the MLSP. Among its tasks are the registration of job seekers, the matching of job seekers to employers and the administration of internship programmes for university and college graduates as well as for students studying at tertiary level institutions (NEA, n.d.-a). Apart from providing interns with relevant work experience to facilitate transition into employment, internship programmes strengthen the link between training institutions and firms. To secure its reach throughout Kenya, the NEA operates a network of branches at the county level through so-called County Employment Bureaus; however, not every county has yet been equipped with such a bureau (NEA, n.d.-b).

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Lifelong learning

Adult education and continuing training in Kenya are organized by the MOEST, specifically the Directorate of Adult and Continuing Education. A Special Board of Adult and Continuing Education (ACE) was created in 2014. In addition, a Directorate of Adult and Continuing Education within the MOEST was established to coordinate ACE; the latter, however, "has not been adequately resourced" (MOEST, 2019, p. 80).

To date, ACE has focussed strongly on improving literacy and numeracy and empowering school drop-outs aged 15 and above. ACE programmes are, however, characterized by several disparities, including between genders (more female than male participants) and in availability across regions, plus poor infrastructure, a shortage of skilled teachers and trainers, underfunding and a "negative attitude and perceptions towards adult learning" (MOEST, 2019, pp. 77, 78–80).

The Kenya Youth Employment and Opportunities Project (KYEOP, n.d.) (2016 to 2021) seeks to improve employability, especially that of vulnerable youth aged 18 to 29, through short-term vocational and entrepreneurship training (Republic of Kenya, 2018a, p. 33). Under the aegis of the GoK and with World Bank funding, KYEOP aims to reach some 280,000 urban and rural Kenyans who have completed primary or secondary education and are either unemployed or in precarious employment (formal and informal) (Republic of Kenya, 2018a, p. 33).

NITA is responsible for the provision of vocational skills and work experience (for a total of six months) through internships and training in the formal and informal sectors. Another of its aims is an improvement in the delivery of traditional apprenticeships and NITA's project implementation more generally (NITA, n.d.-e).

The National Youth Service (NYS) aims to reach 150,000 youths through its Transformation Programme. In cooperation with MOEST TVET institutions and firms, it offers vocational training, rehabilitation and skills provision for disadvantaged young Kenyans (Republic of Kenya, 2018a, p. 92).

The Better Utilization of Skills for Youth through Quality Apprenticeships (BUSY) project (2016–20) is an International Labour Organization (ILO) pilot initiative funded by the U.S. Department of Labor. It concentrates on measures promoting decent work for vulnerable and marginalized young people aged 16 to 24, especially young women. Activities include the establishment of in-house training committees in firms and a National Training Council; improving working conditions; documenting and disseminating good practice for in-company training; supporting the Kenyan Government, workers' and employers' organizations and other relevant entities in the development of a national qualification strategy and in improving the status of TVET within the country as a whole (ILO, n.d.-b).

Key challenges

1 An implementation gap.

While there is no absence of strategies and policies, implementation is hampered by three factors:

I. The complexity and fragmentation of the vocational training system. This is characterized by:

- overlapping responsibilities and a lack of coordination between SAGAs and relevant ministries and departments responsible for delivering TVET;
- a confusing multiplicity of certificates, diplomas and other qualifications; and
- curricular and assessment heterogeneity;

II. A shortage of personnel to fill positions in educational management in support of both quality assurance and the implementation of TVET policies and to staff SAGAs.

III. Under-funding: financial resources are not available to recruit a sufficient number of teachers, buy enough teaching materials or properly equip training institutions. Consequently, poor equipment and a limited number of inadequately qualified teachers and trainers result in curricular requirements rarely being met, particularly as far as the implementation of CEBET is concerned (Republic of Kenya, 2016, 2019).

2 A mismatch between TVET profiles and labour market needs.

Apart from individual pilot projects and policy programmes, linkages between research, industry and TVET remain weak and therefore curriculum development is not systematically demand-driven (MOEST, 2019, p. 115).

3 The poor status of TVET.

TVET in Kenya continues to have a poor reputation among parents and young people alike and is seen as being for pupils who have done less well in general education. In general, there is little public awareness of qualification paths and career opportunities and there is currently no systematic vocational and careers guidance in schools (MOEST, 2019, pp. 87, 90, 98).

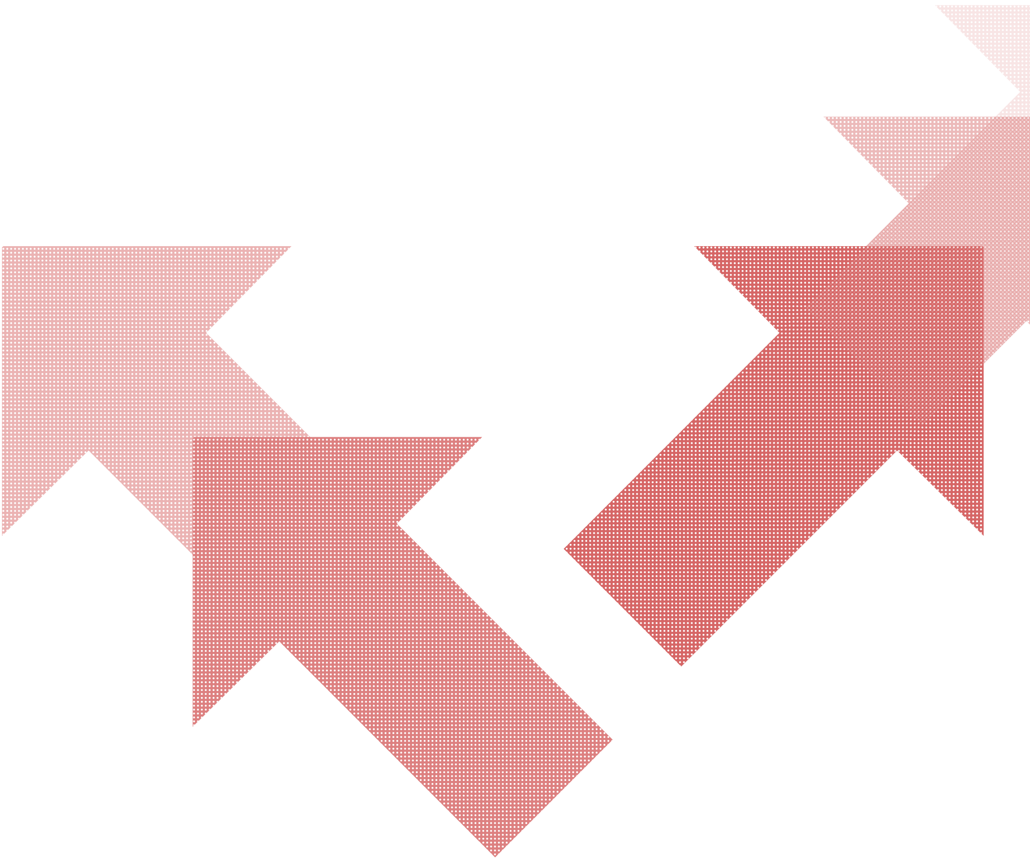
4 The link between informal and formal training and employment is missing.

This is exacerbated by a lack of data on the informal economy, and there are no plans for the participation of Jua Kali associations in the governance of public TVET.

5 Underdeveloped capacities for TVET and labour market research.

The lack of data (skills needs, tracer studies, labour market information system etc.) and research findings hamper evidence-based policy-making. There is also a lack of evaluation regarding the implementation of politically-driven programmes.

The way forward



1 Build a stronger bridge between formal skills provision and traditional apprenticeships.

In this regard, collaborative training and closer integration between formal and informal vocational training could prove beneficial. Traditional apprenticeships could be upgraded through increased standardization and quality assurance measures. building the institutional capacity to develop and manage public–private partnership models for TVET delivery.

2 Support micro and small enterprises (formal and informal) through cross-enterprise training networks or industry clusters, building capacity in relevant associations so they become more visible in TVET governance.

3 Improve TVET governance.

This includes decluttering the SAGA environment and emphasizing quality over quantity with regards to governmental bodies, councils etc., streamlining and clearly demarcating areas of responsibility between SAGAs and governmental departments.

4 Share and promote knowledge about successful approaches to work-based learning in Kenyan and multinational companies.

5 Build upon CBET for curricular convergence and consolidation between initial and further TVET administered by NITA (MLSP), under the supervision of the MOEST.

In addition, use the positive momentum gained from the introduction of CBET to renew professional standards and adapt profiles for other aspects of TVET, such as funding and policy development.

6 Lower the social and economic barriers to education and training.

7 Establish County Employment Bureaus as knowledge hubs for initial and continuing TVET as well as career orientation.

Linking NEAs more strongly to the KNQA, the KLMIS, the business sector and employer associations could prove beneficial in this regard.

8 Build the capacity of workers' organizations for co-determination and social dialogue on TVET.

9 **Promote peer learning, drawing upon successful examples in other regions of the global South, such as the Inter-American Centre for Knowledge Development in Vocational Training (ILO/Cinterfor).**

10 **Develop training for data collection and evaluation as well as establish a continuous TVET reporting system (at both the national and county level).**

For mapping qualification needs (especially in MSMEs) and capacities for absorbing skilled workers (quantity, training level) in the various economic sectors. This will, firstly, improve the KLMIS and, secondly, enable TVET research.

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