Technical and Vocational Education and Training in Kenya

Understanding the Landscape
March 2019

Contents

Acknowledgements

In July 2017, we walked into some uknown space, and were trusted with a grand learning opportunity.

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Dr John Mugo
Team Leader
Ujana360 Program

Abbreviations

CbT	-	Competence-based Training
CDACC	-	Curriculum Development, Assessment and Certification Council
CEO	-	Chief Executive Officer
CS	-	Cabinet Secretary
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KICD	-	Kenya Institute of Curriculum Development
KNEC	-	Kenya National Examinations Council
KNQA	-	Kenya National Qualifications Authority
KNQFA	-	Kenya National Qualifications Framework Act
NAVCET	-	National Vocational Certificate of Education and Training
NITA	-	National Industrial Training Authority
PS	-	Principal Secretary
SSAC	-	Sector Skills Advisory Committee
TVET	-	Technical and Vocational Education and Training
TVETA	-	Technical and Vocational Education and Training Authority
VTC	-	Vocational Training Centre

Definition of Key Concepts

Technical Education: Refers to skills training at Craft, Diploma and Higher Diploma. The training combines theoretical and practical training, and entry requirements are pegged on a minimum grade from the Kenya Certificate of Secondary Education. Technical education is offered in the National Polytechnics and the Technical Training Institutes. At the Ministry level, technical education is coordinated by the Directorate of Technical Training, headed by a director. Administratively, Technical Education is a function of the central government (non-devolved).

Vocational Education: Is understood as skills training at Artisan level and below, including the Trade Tests. This education is provided in the vocational training centres or otherwise known as Youth or Village Polytechnics, as well as in numerous private colleges countrywide. Vocational Training is a devolved function and is managed by the 47 county governments. At the policy (national) level, Vocational Education is coordinated by the Directorate of Vocational Training in the Ministry of Education, headed by a Director.

Industrial Training: Refers often to skills strengthening and upgrading for the industry. Simply put, this is skills training for persons already in the industry, a basic function of the Ministry of Labour. Industrial Training is coordinated by the National Industrial Training Authority (NITA), among other providers. However, there is still big overlap between Industrial and Vocational Training, in that NITA's Trade Tests still constitute the commonest curricula offered in the Vocational Training Centres. This appeal is driven by the practical nature of this training (90% practical and 10% theoretical), and the fact that there are no academic qualifications pegged at entry, making it accommodative to even youth with no school completion.

Competence-based Curriculum: Refers to a curriculum whose outcomes are expressed in terms of competences, rather than contents or knowledge. The curriculum emphasizes 'doing' over 'knowing'. The concept of Competence-based Training is being popularized with the ongoing education reforms that commenced earnestly in 2016.

Unlike the previous TVET curricula that would offer one certificate at the end of the course (often in 2-3 years), CbT curricula are modular, and cut the courses into smaller, certifiable chunks to allow entry-re-entry at the various levels. Competence-based curricula are currently being developed by the Curriculum Development, Assessment and Certification Council (CDACC), while earlier curricula were developed by the Kenya Institute of Curriculum Development and assessed by the Kenya National Examinations Council (KNEC).

Occupational Standards: Refer to the competences expected by industry, articulated in form of tasks and expectations, and which drive the development of competence-based curricula in TVET.

1. Introduction and Context

Since 2017, Porticus has been implementing the Building Youth Capabilities for Work and Life Program (BCWL), managed by the Zizi Afrique Foundation under the label of Ujana360. The program targets the integration of whole youth development in TVET, through systemic and social change. Ultimately, the program aims at opening opportunity to at least 1 million youth facing extreme adversities, in that they benefit from whole youth development to enable them access, create and retain jobs, lead fulfilling lives and contribute to the common good of society.

During the Phase 1 of the Program (ending December 2019), five outcomes will be achieved:

1. **Increased understanding of whole youth development in the context of Kenya:** A total of four research reports will be produced and shared, this report on landscape mapping, and three others sharing evidence on the competences of youth not in employment, education or training, on youth in TVET institutions, and on working youth;

2. **Sustained advocacy for whole youth development in TVET:** The program will establish and animate a network of actors to advocate for systemic and social change in TVET. The program will also directly inform policy decisions towards holistic training in TVET, and expansion of access for youth facing extreme adversities;

3. **TVET Curricula that embed whole youth development:** The program will support government to review curricula to expand the range of competences covered, for holistic development;

4. **WYD TVET models developed:** The program will collaborate with selected TVET practitioners (public and private) to develop TVET models to demonstrate what works (and what doesn't) in the holistic training of youth in TVET;

5. **Communications for change:** The Program will launch the research findings, and use the evidence to engage policy actors (government and trainers) and public audiences (youth and parents) for change, as well as share the program and evidence nationally, regionally and globally.

At the onset of this program, Ujana360 sought to understand the TVET landscape in Kenya, to increase understanding of the policies, programs and actors, and be able to engage constructively with other actors for systemic and social change. First, literature search was conducted, locating the recently published material on TVET in Kenya. A systematic review of the few traced pieces took place. Second, the Program conducted a reconnaissance study in 30 Vocational Training Centres (VTCs) across the country, covering 12 of Kenya's 47 counties. This study used a simple tool to understand aspects of enrolments, the training areas offered, the curricula implemented and other issues salient to the understanding of TVET in Kenya.

The study also interviewed 12 key actors and thought leaders in TVET, among them the Principal Secretary in charge of TVET in the Ministry of Education, the Director General of the TVET Authority, the CEO of the TVET Curriculum Development, Assessment and Certfication Council (CDACC), the Director of Vocational Training, five Directors of Training at the County level and three thought leaders from civil society.

The report therefore presents a summary of the mapping exercise, responding to seven key questions:

1. What is the status of knowledge on TVET in Kenya?
2. Which policies are governing TVET in Kenya today?
3. Which institutions, governance and training, are established to deliver TVET?
4. Which curricula are available in the landscape and which are preferred by institutions?
5. Which courses are offered by the institutions and which ones do the students prefer?
6. Which funding interests exist across Bilateral Donors, Foundations and Civil Society?
7. Which advocacy networks exist, and who are the key thought leaders in TVET?

2. The knowledge Landscape

Over recent years, much investment has been put to TVET research in Kenya. Available online are a wide range of published and non-published materials that could be categorized as follows:

1. Unpublished student theses or conference papers, mostly shallow and descriptive and focusing on the broad questions of facilities in institutions, and general challenges facing TVET institutions [e.g. Deya, Oloko and Orwa 2017; Kigwilu, Changilwa & Githinji 2015; Mutua, Muriuki & Muriithi 2014, and many others]

2. Published academic research studies, mostly small-scale and descriptive [e.g. Anindo, Mugambi & Matula 2016; Kigwilu & Akala 2017; and Tiony, Kitainge & Ferej 2016, among others]

3. Skills-focused studies in TVET, including Kigwilu and Bwanali 2016.

Overall, six main gaps are notable. First, most of the available studies are unpublished theses or reports found in University libraries. Second, the published articles are based on small-scale studies based on very small samples, and therefore not generalizable to the Kenyan situation. Third, nearly all publications on Kenya's TVET are published with either uncategorized or very low-impact journals.

Fourth, there are hardly any studies linking the 21st century and soft skills debate to TVET. Fifth, there was no published research traced based on qualitative or indepth methodology. Lastly, most available analyses are shallow based on mere descriptive statistics, and hardly go beyond the surface in generating deeper insight on TVET.

In terms of publication vehicles, Kenya Journal of Technical and Vocational Education and Training (KJ-TVET, ISSN 2227-5088) was established by the Rift Valley Technical Training Institute in 2013. The journal (not available online) published two editions. The idea was then mooted to establish the Africa Journal of Technical and Vocational Education and Training (AfriTVET), which came to be 2015. AfriTVET had the inaugural publication in 2016. So far, three issues have published over 60 articles, and most of them from Kenya. A meeting held on 17th December 2018 announced the scaling up of this journal, through movement from RVTTI to the TVET Authority, and forming a new editorial board in 2019 to give the journal a global outlook, and increase the quality of publications. This will go hand in hand with the formation of the TVET Research Advisory Committee, which will be meeting periodically to receive new cutting-edge research evidence, and drawing implications for policy and practice in TVET.

3. **The Policy** Landscape

Policy in Technical and Vocational Education and Training is as old as the sector. However, this has always been part of the general education policy frameworks that have existed since Kenya's independence, including the Education Act Cap 211 of 1968, which was revised in 1970 and in 1980.

Since 2013 however, TVET in Kenya is governed by three key statutes:
1. The Technical and Vocational Education and Training Act, or TVET Act of 2013;
2. The Industrial Training Act of 2012; and
3. The Kenya National Qualifications Framework Act of 2014.

Statute	Year enacted	Key statements
TVET Act	2013	- Establishes the TVET Authority (TVETA) and how this should be governed and managed - Establishes the Curriculum Development, Assessment and Certification Council (CDACC) and how this should be governed and managed - Establishes the TVET Fund and how this should be governed and managed
Industrial Training Act	2012	- Establishes the National Industrial Training Authority (NITA) - Creates framework for collection and management of training levies - Establishes the national industrial training board - Establishes framework for management of industrial training in Kenya
Kenya National Qualifications Framework Act	2014	- Establishes the Kenya National Qualifications Authority - Establishes standards for recognizing qualifications obtained in Kenya and outside Kenya; - Develops a system of competence, life-long learning and attainment of national qualifications; - Aligns the qualifications obtained in Kenya with the global benchmarks in order to promote national and trans-national mobility of workers; - Strengthens the national quality assurance systems for national qualifications; and - Facilitates mobility and progression within education, training and career paths.

Other subsidiary statutes

Science and Innovation Act (2013): Establishes the National Commission for Science, Technology and Innovation (NACOSTI); the Kenya National Innovation Agency (KNIA); and the National Research Fund.

The TVET Regulations (2015): Set rules and standards for TVET institutions (e.g. makes sports, guidance and counselling and students unions mandatory), sets standards for quality assurance, and other key regulatory frameworks for TVET institutions.

4. The Institutional Landscape

The institutions managing TVET in Kenya can be divided into two categories: governance or policy institutions, and training institutions.

4.1 Key Governance Institutions

Institution	Established by	Key functions	Current office holder	Reports to
State Department of TVET at the Ministry of Education	Presidency	- National coordination of TVET - TVET legislation/policy - TVET Funding	Cabinet Secretary of education: Prof George Magoha Principal Secretary of TVET: Dr Kevit Desai	Cabinet
Directorate of Technical Education	Ministry of Education	- Coordinating Technical Training - Reporting line for national polytechnics - Reporting line for technical training institutes	Director of Technical Training Current Acting: Dr Meshak Opwora	PS-TVET
Directorate of Vocational Education	Ministry of Education	- Coordinating of vocational training - Linking to County Governments on training	Director of Vocational Training: Alphonce Mwa	PS-TVET
Technical and Vocational Education and Training Authority (TVETA)	TVET Act (2013) (6/1)	- Regulating TVET; - Accrediting programmes; - Promoting access and relevance of TVET; - Establishing training that meets labour market needs, - Inspecting, licencing, registering and accrediting training institutions; - Assuring quality and relevance of training - Stakeholder liaison for improvement of TVET	Director General Dr Kipkurui Langat	TVETA Board Chair: Dr Ahmed Kibet Ferej
TVET Curriculum Development, Assessment and Certification Council (CDACC)	TVET Act 2013 (44/1)	- Developing training curricula - Making rules for examination and competence assessment - Issuing certificates to candidates who meet requirements	Secretary/ CEO Current: Dr Lawrence Guantai	CDACC Council Chair: Prof Charles Ondieki

TVET Fund	TVET Act 2013 (47/1)	- Managing TVET funds and disburse to training institutions - Managing funds allocated by parliament - Managing donations, investments and endowments in TVET	TVET Funding Board CEO (under formation)	TVET Funding Board On 2nd Jan, a team was appointed to vet board members, team chaired by Hannington Gaya
National Industrial Training Authority (NITA)	Industrial Training Act (3/1)	- Regulating industrial training - Accrediting industrial training institutions - Developing industrial training curricula - Regulating registered trainers - Integrating labour market information into skills development - Awarding trade test certificates - Regulating industrial attachment, apprenticeship and indentured learnership	Director General Paul Kosgei	NITA Council Chair: Dr Kamau Gachigi
Kenya National Qualifications Authority (KNQA)	KNQ Act 2014 (6/1)	- Developing accreditation framework - Developing assessment system for national qualifications - Maintaining database of national qualifications - Defining levels of competences and qualifications - Facilitating horizontal and vertical mobility across qualifications - Promoting international recognition of national qualifications	Director General Dr Juma Mukwana	KNQ Council Chair: Prof. Bonventure Kere

4.2 The TVET Training Institutions

This landscape mapping exercise established that TVET is offered in four categories of institutions in Kenya:

1. Technical Universities
2. National Polytechnics
3. Technical Training Institutes (colleges) and
4. Vocational Training Centres.

The institutions are specified under section 26(1) of the TVET Act (2013).

| Category	Levels offered	Entry qualifications	Number of public institutions
Technical Universities (regulated under Universities Act)	Levels 8, 9 and 10 (Bachelors, Masters and PhD)	KCSE C+	4 of them, including Technical University of Kenya (Nairobi), Technical University of Mombasa (Mombasa), Dedan Kimathi University of Technology (Nyeri), Karatina University (Nyeri)
National Polytechnics	Levels 6 and 7 (Diploma and higher diploma)	KCSE C plain for Diploma, Diploma qualification for Higher Diploma	11 of them. At least one in each former province
Teacher Trainer Colleges	Up to higher diploma	Same as National Polytechnics, and is actually also categorized as a national polytechnic	Only one, the Kenya Technical Trainers College (KTTC) But the University of Eldoret is also training Technical Teachers
Technical and Vocational Colleges (Technical Training Institutes)	Levels 4 and 5 (Craft and Diploma)	KCSE C plain for Diploma, and KCSE C- for certificate or artisan	Not clear how many. They say around 88 or 120 operational, government is building others to one per constituency (290)
Vocational Training Centres	Levels 1 to 3 Artisan, and Trade Tests)	No rigid entry qualifications, but regulated by the various curricula. KNEC curricula require KCPE certificate by entry	They say around 1,000. Plan to increase them to one per Ward (around 1,450), but no focus from government right now

Conclusion

Seemingly, it is the vocational training centres that have the capacity to mop up the many youth not in education, employment or training. However, the VTCs also present the challenge of being low-profile (devolved function), poorly funded (most using very outdated training technologies) and poorly-motivated instructors (many on short-term contracts). It seems like the choice for the BCWL program to focus on this level may be strategic in achieving the 1 million youth ambition. Due to the high number of these institutions, and the low academic disposition demanded at entry, it is the vocational training centres that present the greatest opportunity for reaching youth facing extreme adversities in Kenya.

5. The Landscape of
TVET curricula

To understand the curricula, a fact-finding and reconnaissance study was conducted in 30 Vocational Training Centres (VTCs), both public and private, in 11 counties: Nairobi, Machakos, Kitui, Mombasa, Nyeri, Kisumu, Kericho, Turkana, Narok, Embu and Siaya. The study was conducted in October 2017. The TVET institutions (VTCs) were implementing curricula from four main sources.

1. The most popular were the Trade Tests from the **National Industrial Training Authority** (NITA) (88% of VTCs). These ranged from Grade Test 3 to Grade Test 1. The institutions preferred these because they were practical and demanded very basic academic skills. The instruction language varied, because the testing was practical. However, others saw these as expensive, and preferred other curricula.

2. The **KICD/KNEC Curriculum** (NAVCET) was the second most popular (53% of VTCs). Users found this curriculum very comprehensive and friendly to the learners. They also liked it because it included a strong component of life skills. The downside of it however was that it demanded academic qualifications at end of primary (KCPE).

3. Many private institutions were implementing the **City and Guilds** curriculum.

4. The competency-based curricula by **CDACC** were mentioned as an option, but none of the 30 VTCs was implementing these. This was despite the indication from CDACC then, that around 40 curricula had been approved and made available for use.
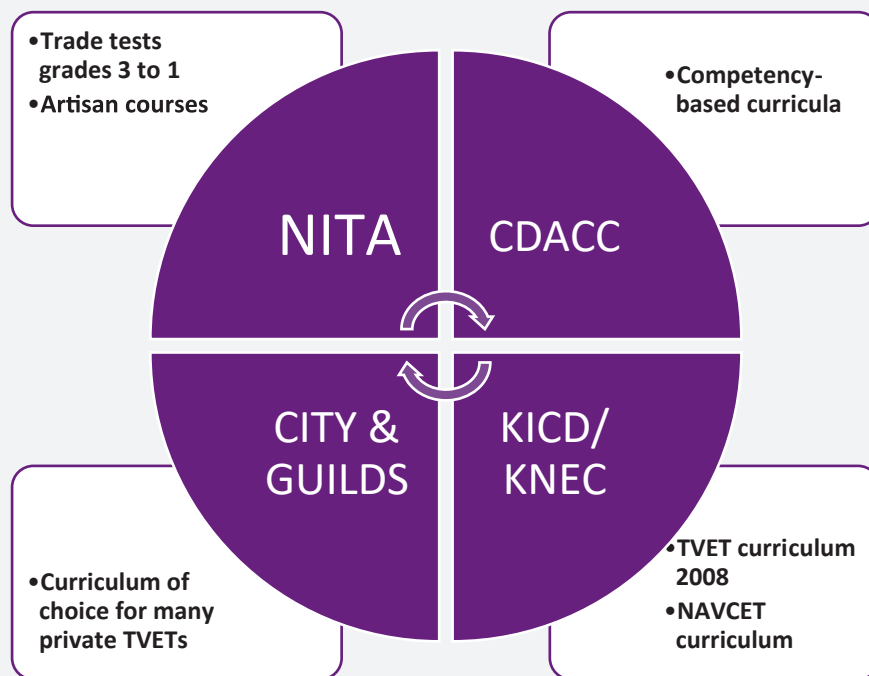
5.1 The Development of Competency-based Curricula in TVET

Traditionally, TVET curricula in Kenya have been developed at mainly two institutions: the Kenya Institute of Curriculum Development (KICD) and the National Industrial Training Authority (NITA). The TVET curriculum council (CDACC) was established through the 2013 TVET act, with the core mandate of developing competency-based curricula in TVET, and taking over from KICD. Latest information from the Ministry (June 2018) informed that the Ministry had a 2-year transitional plan, ensuring that CDACC curricula (competency-

based) are taken up by all TVET institutions by 2020. It was however unclear a) The strategies that would drive this transition, and b) What would happen to the TVET department at the KICD. To date (March 2019), KICD is still developing TVET curricula, and the Ministry is running two parallel curriculum insitutions for TVET.

Different from the KICD curricula, the CDACC curricula are driven by the industry, up to funding. The Council sets up a Sector Skills Advisory Committee (SSAC) for each curriculum area, constituted mainly from experts and practitioners in the industry. The SSAC reviews the curricula as developed by a panel of experts, and recommends for approval by the council. The CbT are developed through a 12-step process:

1	Training needs assessment	This is done by the industry to justify the need for a curriculum in a certain area. With the needs assessment, formal application to develop curriculum is made to CDACC
2	Formation of Sector Skills Advisory Committee	Upon approval of application, CDACC appoints a SSAC, of normally not more than 10 members. The SSAC is inducted on their roles and responsibilities by CDACC, as well as on the process of developing a CbT curriculum
3	Conducting occupational analysis	The applicant and members of the industry conduct the occupational analysis, to ascertain the performance criteria (competency expectations) of the trainee
4	Verification of the Occupational Analysis chart	The SSAC verifies the outcomes of the occupational analysis, and recommends these to CDACC
5	Conducting task analysis	A team of experts interprets the recommended occupational analysis chart into specific tasks
6	Developing the occupational standards	The tasks are packaged into occupational standards for the training area, and presented to the SSAC
7	Evaluation of the occupational standards by SSAC	The SSAC convenes to evaluate the occupational standards as the last pre-curriculum step
8	Packaging the curricula and developing the learning guides and assessment tools	The panel of experts uses the occupational standards to develop the curriculum, and all the curriculum materials
9	Evaluating the curricula, learning guides and assessment tools	The SSAC convenes to evaluate the curriculum and materials, and once satisfied, recommends the curriculum for approval by the council
10	Validation of curriculum by stakeholders	CDACC convenes a meeting of industry stakeholders to validate the curriculum
11	Final revisions on curriculum and materials	The experts and SSAC revise the curriculum based on inputs from the validation meeting
12	Approval of curriculum by CDACC Council	CDACC approves the curriculum and releases for implementation

5.2 Differentiating Core and Basic Competences

The competency-based curricula are made of two sets of competences. Core competences denote the technical areas of training as prescribed in the occupational standards. On the hand, basic competences are the transferrable, complementary capabilities demanded by the world of work, including life skills. While competences are sector specific and are unique to each curricula, basic competences cut across the various skills areas. This exercise established that CDACC had drafted a framework of seven basic competences that were supposed to be integrated (rather adapted for) in each curriculum.

	Basic Competence	Elements
2	Demonstrate communication skills	• Obtain and convey workplace information; • Speak English at a basic operational level; • Participate in workplace meetings and discussions; • Complete relevant work-related documents
3	Demonstrate numeracy skills	• Use whole numbers and money up to one hundred thousand for work; • Locate, compare and use highly familiar measurement for work; • Use highly familiar maps and diagrams for work; • Identify and use some common 2D shapes for work; • Locate specific Information in highly familiar tables, graphs and charts for work
4	Demonstrate digital literacy	• Identify computer software and hardware • Apply security measures to data, hardware, software • Apply computer software in solving tasks • Apply internet and email in communication at workplace
5	Demonstrate entrepreneurial skills	• Develop entrepreneurial culture • Identify entrepreneurial opportunities • Start a small business • Operate a small business • Grow a small business
6	Demonstrate employability skills	• Develop self-awareness and ability to deal with life challenges • Demonstrate critical safe work habits for employees • Demonstrate workplace teamwork • Plan and organize work • Maintain professional growth and development in the workplace • Demonstrate learning, creativity and innovativeness in the workplace
7	Demonstrate environmental literacy	• Control environmental hazards • Control environmental Pollution • Demonstrate sustainable resource use
8	Demonstrate occupational safety and health practices	• Prepare to practice safety and health at work • Comply and promote compliance of workers to organization's occupational safety and health instructions and requirements

CDACC informed however, that this framework was developed in a hurry to cover for a gap, and no open consultations were held to validate the competences. They welcomed civil society to give feedback for improvement of the competences. Meanwhile, the competences are being adapted for the various competency-based curricula.

5.3 Key Issues in Curriculum Development

The landscape mapping exercise established four key issues in TVET curriculum development.

1. Funding: CDACC has lean funding and lean staff, and also receives very lean funding from government. The curriculum process therefore heavily depends on the goodwill and funding from TVET training institutions and industry. A member of an organization that was funding one curriculum lamented: 'They make you to spend 10 million shillings, through an extremely painstaking process, and when they approve the curriculum, they make it free for everyone else to use'. Due to the few staff members also, the process of developing curricula is said to be very slow.

2. Varied standards: There is no set cost for curriculum development. The CEO of CDACC summed it all as 'you come, and we tailor-make a process for you, that suits your money'. This makes it difficult for planning.

3.Tension among government institutions: The tension between KICD and CDACC, CDACC and NITA, KNEC and NITA, CDACC and NITA is clear. Clearly to an outsider, these government institutions, all in the same Ministry (save for NITA), are in competition with each other. Subsequently, each of the players is an island with no sharing of expertise or resources. This makes the building of synergy impossible, while the resource wastage following duplication (in this poorly-funded sub-sector) rather regrettable.

4. Unclear path from curriculum development to implementation
Of the 30 VTCs we visited during the landscape mapping exercise, none was implementing the CDACC curricula. Some indicated, 'we have only heard about it, but we have not seen the curricula. We do not know when they are bringing it'. On the other hand, CDACC blamed this situation to lack of an Instructor curriculum: 'We started the other way, by first preparing curricula for trainees. The biggest gap

that we need to address is developing an instructor curriculum and upgrading instructor capacities to implement the competency-based curricula'. This said, CDACC could only poorly articulate the uptake strategies for the new curricula.

6. Landscape of Courses in
Vocational Training Centres

The mapping exercise established a myriad of courses offered in the different VTCs. On average, each VTC was offering around 7 training courses. Some private VTCs however had specialized to offer only a few (1-3) courses, providing for greater institutional specialization.

6.1 Preference of Technical Courses in Vocational Training Centres

The reconnaissance study in 30 VTCs established that the three most preferred courses are Fashion design & garment making, Motor vehicle technology and Building technology. In terms of gender, male students preferred motor vehicle technology, building technology, metal processing technology, carpentry and joinery, plumbing and computer and electronics. Female students, on the other hand, preferred Fashion design & garment making, Hairdressing and beauty therapy, and Catering and housekeeping.
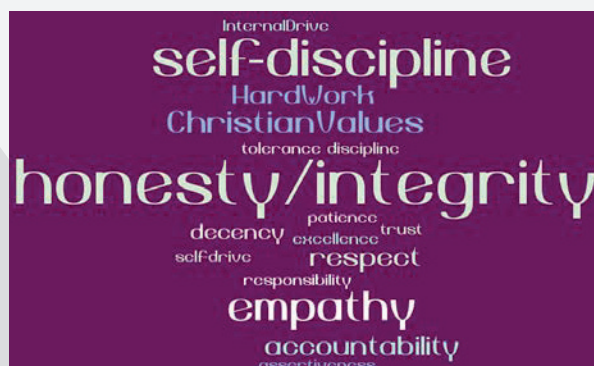
The Technical Courses offered in 30 VTCs
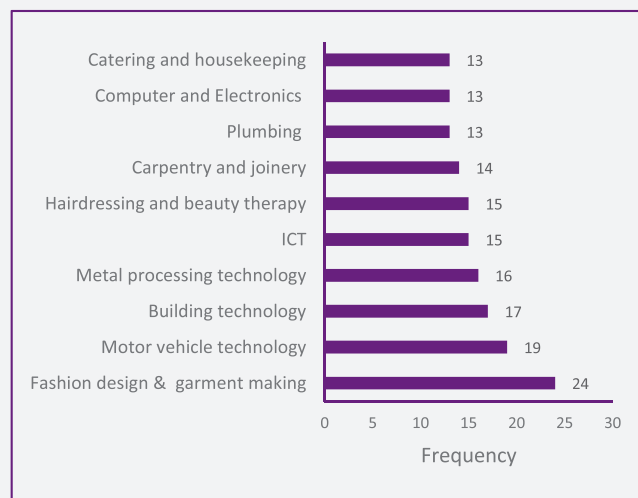
6.2 Summary of the Capabilities prioritized by vocational training centres

The following word crowds present the responses given by the 30 VTCs on the capabilities that they prioritized in the four categories of values, life skills, … and technical skills.
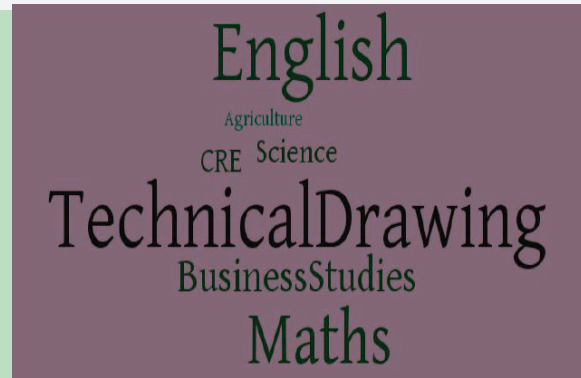
| 1. Values | 2. Life Skills |

3. Social Emotional Learning

4. Cognitive/Academic Skills

6.3 Key Issues in Curriculum Implementation

Three key issues were identified as key in the implementation of TVET curricula, using the case of the 30 vocational training centres.

Disparity in entry levels and poor infrastructure

Asked the key challenges they were facing in delivering quality training, most VTCs (nearly all) cited the disparity entry levels of the trainees as the biggest challenge. One asked, 'how do you teach a class 8 dropout and a form 4 graduate in the same class, without demoralizing one, or leaving the other behind'? The language of instruction was an issue, because many school dropouts could not comfortably communicate in English, while those that had completed secondary school preferred English. The second most cited challenge was poor infrastructure, described as inadequate physical resources. It was evident that most of these institutions were using outdated technologies or no equipment at all for practical training. The esteem (attitude) of the students was also cited as a problem, describing it as the 'failure mentality', which often yielded dropout.
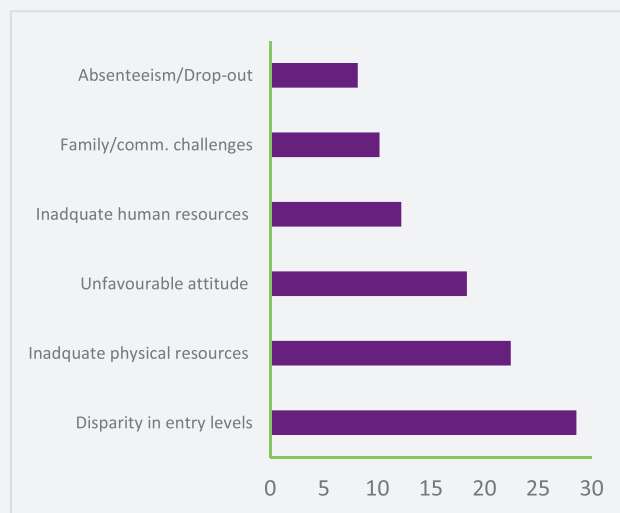

Gender imbalance

The imbalance in gender was clear, in both the general enrolment, and the choice of courses. The 30 VTCs had a total enrolment of 3,183 students. Of these, 60 percent (1,922) were male and the rest 1,026 were female. Further, the table below illustrates that the choice of courses was driven by gender attitudes. For instance, three courses did not have a single female student across all the institutions: Building technology, metal processing and carpentry. On the other hand, Fashion and Design, and Hairdressing were predominantly female courses.

Courses offered (frequency) and enrolments by Gender

Course	Frequency	Enrolments (Male)	Enrolments (Female)	Total Enrolments
Fashion design & Garment making	24	3	176	179
Motor vehicle technology	19	182	5	187
Building technology	17	222	0	222
Metal processing technology	16	24	0	24
ICT	15	108	113	221
Hairdressing and beauty therapy	15	3	147	150
Carpentry and joinery	14	73	0	73
Plumbing	13	103	21	124
Computer and Electronics	13	133	9	142
Catering and housekeeping	13	27	129	156
Total	**159**	**878**	**600**	**1478**

Exam-orientation

Asked which method was used to assess the range of technical and non-technical skills, the response was almost always – examination. A few skills were however assessed through practical work (with no exam), a few capabilities (reported mostly for values) through observation. Such observation was however unstructured, and no assessment reports were available.
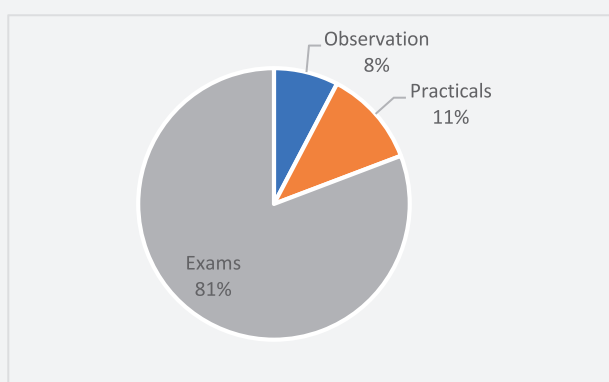
6.4   Custom-made TVET curricula

Though minimal, 'private' curricula are evidenced. Civil society organizations, few players from private sector, and even some training institutions are customizing their own curricula and offering short courses, to meet specific training needs. These curricula have recognized and integrated wider range of values and capabilities, though mostly targeted at employability, with little or no reference to capabilities for life. Seven examples are given:

CAP-Youth Empowerment Institute (CAP-YEI): Has a 3-month training on various courses, adopted from India, popularly referred to as the BEST model (Basic Employability Skills Training). This curriculum includes life-skills training at beginning of course, and employability training at the end of the 3 months.

Generation Kenya: A program of the McKinsey. They have a tailor-made, 4-8 weeks curriculum targeting a variety of service skills areas, including restaurant/retail and sales.

Toyota Academy: Following frustrations of not finding competent mechanics to employ, Toyota established an academy that qualifies mechanics, based in Nairobi's South C. However, they only admit mechanics who have some formal training from elsewhere, and with minimum of two years working experience. The training is fully-funded, 3-month program.

Kenya Youth Employment and Skills (K-YES) Program: Funded by USAID, the program is implemented by RTI International. With skills and vocational training designed in coordination with local industry, K-YES focuses on building local relationships and capacity to increase the efficiency, effectiveness and sustainability of education and employment outcomes.

Life Skills Promoters (LISP): LISP aims at empowering the youth holistically using appropriate life skills based interventions. Since its inception in 1999, LISP has worked through and collaborated with schools, religious institutions, community groups and relevant government departments to equip thousands of young people for life and lobby for the creation of facilitative policies and legislations for children and youth empowerment.

International Youth Foundation (IYF): Known mostly for the Passport to Success assessment, IYF seeks to equip young men and women with the skills and training to enter growth sectors such as information and communications technology (ICT), as well as supporting young entrepreneurs with business planning and access to finance.

Edukans: Edukans has developed the EDUworks initiative. This approach seeks to sustainably link youth, training institutes and businesses to ensure employment and economic development. The idea is to train youth while linked to networks for holistic development and connection to the job markets.

7. Funding interests in Kenya's TVET

So far, the funders of TVET identified fall in three categories: Bilaterals, International Private Foundations and local Corporate Social Responsibility initiatives.

7.1 Bilateral Interests in TVET

USAID	USAID has strong interests in youth empowerment, and various programs are funded under this. The funding of TVET is primarily through the K-YES program at RTI International, Generation and other smaller initiatives.
German Government	The German government has arguably the longest TVET interests in Kenya. Several institutions are supporting TVET. GIZ has launched a mega project for implementing Dual Training in three TVET institutions, featuring strong collaboration with industry. The German Chamber of Commerce is supporting vocational training, and also provides secretariat to the Permanent Working Group in TVET. The YouMatch programme has funded several studies and evaluations in TVET, the latest being the study testing the scalability of CAP-YEI's BEST model (2018).
Canadian Government	Canadian interests in Kenya's TVET are opaque, though rather strong. Recently for instance, IDRC (in partnership with ILO and INCLUDE) announced a big call for skills for youth employment. The World University Canada, and other allied parties have been supporting TVETA and KUCCPS to improve the TVET governance system, and the rebranding of TVET. For instance, it was largely Canadian interests that funded the new TVETA strategy launched in April 2018.
DfID	The mapping exercise has not yet traced any explicit funding from the British Government. However, DfID and British Council recently concluded a series of studies on youth in Kenya. Given that training and skills emerged as key priorities from these studies, it could be predicted that this may drive funding interests for TVET.
The World Bank	In partnership with NITA, the World Bank has been implementing a big project targeting mainly life skills and entrepreneurship training for youth in Kenya. The current project is the Kenya Youth Employment Opportunity Project (KYEOP) targeting over 280,000 youth (18-29 years) in Kenya. The project ends in 2021.
Dutch Embassy	The Dutch Embassy, through EP-Nuffic, created a funding window under the Capacity Development in Higher Education (NICHE) programme on the topic "Strengthening the capacities of Technical and Vocational Education and Training Authority (TVETA) for enhancing the performance of the TVET education system in Kenya. Key focus has been supporting TVETA in rebranding of TVET in Kenya.
SIDA	The funding interest is not very clear, but SIDA is funding Generation, since 2018
UNICEF	UNICEF has a new global strategy on the Second Decade, with focus on adolescent employability skills. A situational analysis was concluded in Kenya in 2018, a Kenya strategy developed, focusing largely on secondary school interventions for employability skills training
UNESCO	In Kenya, UNESCO has interests on a national skills competition and quality assurance in TVET. They have developed a model called STEP, for entrepreneurship training of students, including industry-based mentoring
NEPAD	Has established a new program called Skills Initiative for Africa (SIFA). Preparing to open three funding windows to TVET innovations, grants of 900,000-3 million Euros each. Kenya is among the 7 focus African countries.

7.2 International Private Foundations

MasterCard Foundation	Is arguably the largest funder of TVET in Kenya, outside of government. The Foundation's new strategy, Young Africa Works, is targeted at youth employment, with growing investments in TVET
Aspen Institute	Has a new partnership programme dubbed Global Opportunity Youth Initiative (GOYI) (with Prudential Foundation and others). The program targets the connection of youth to job opportunities, and has selected Nairobi as one of their five global hubs to implement this campaign
Canadian Government	Has unveiled its new strategy, who's core focus is Workforce for the Future. The focus is on investment in people growth as the catalytic option for economic growth.
Blue Haven Initiative	The mapping exercise has not yet traced any explicit funding from the British Government. However, DfID and British Council recently concluded a series of studies on youth in Kenya. Given that training and skills emerged as key priorities from these studies, it could be predicted that this may drive funding interests for TVET.
Omidyar Network	In March 2019, Omidyar Network has kicked off a research on the skilling and workforce readiness ecosystems in Kenya and South Africa. Omidyar is creating systems maps that include current interventions (and their levels of effectiveness), funder and policy landscapes, data on supply and demand for skills from industries - and the forces that drive youth unemployment in these countries. This research will identify the gaps, needs, and levers to catalyze systemic shifts for the empowerment of youth across Kenya and South Africa.
Echidna Giving	In October 2018, Echidna commissioned a study in line with their new strategy on non-cognitive skills for adolescent girls. This skills mapping study was conducted in Kenya, Uganda, Tanzania and India. The draft report is out, and will inform Echidna's investments over the next couple of years.
IKEA Foundation	We have not accessed IKEA's strategy to establish the actual funding interest for Kenya's TVET, but we know that IKEA is funding Generation and other skills training innovations across some African countries
Siemens Stiftung	Is conducting in 2019 an experiment in several primary schools on new approaches to STEM, seen as forming early TVET attitudes. This vocational orientation experiment is currently running in Kenya, South Africa and Nigeria

7.3 Local Foundations and CSR Initiatives

Housing Finance Foundation	Their vision is articulated as 'Army of 1 million artisans'. Working with both public and private sector partners we facilitate industry relevant technical skills, provide working capital for entrepreneurs and linkages for practical skills experience within the building and construction industry
KCB Foundation	Runs the 2Jiajiri Programme. The objective is to empower and equip unemployed and out-of-school youth to grow micro enterprises by providing them with technical skill training opportunities as well as up-skilling and certifying existing micro-entrepreneurs who wish to move their business from the informal to the formal sector
Barclays Foundation	Runs an apprenticeship program targeting the equipping of youth with work-relevant skills and exposure
Safaricom Foundation	Has unveiled a new strategy, with education as one of focus areas. TVET has been identified as an investment area. At onset, Safaricom seeks to revolutionize training in building and construction, especially through injecting support for digital technologies in training
Simba Foundation	A foundation of Simba Colt in Kenya (Mitsubishi), the foundation is supporting various training centres to improve training in Motor Vehicle Mechanics, similar to the initiative of Toyota Foundation

8. Networks and Key Convenings in TVET

Two national networks and one key convening have been identified.

The Permanent Working Group (PWG): This is a high-level platform for exchange between government, industry and academia on matters of TVET policy. The Working Group was established through support by GIZ in 2016, and even now, the Secretariat is hosted at the German Chamber of Commerce (AHK). The chair of PWG is Dr. Kevit Desai, though since he now became the Principal Secretary, he will be transitioning out in May. The PWG has now (February 2019) been formalized and registered as a Trust. The PWG meets quarterly and has large membership of around 80 institutions, including industry. In their last meeting on Wednesday 19th March 2019, the PWG announced interested institutions to vie for board membership starting May 2019. Key milestones achieved is the hosting of two national skills shows in Nairobi, which are contributing to showcasing and influencing perceptions on TVET. The last show (8th -10th Feb, 2019) attracted more than 20,000 youth, and around 160 exhibitors from TVET and industry.

Kenya Association of Technical Training Institutions (KATTI): The Kenya Association of Technical Training Institutions (KATTI) is the body that co-ordinates the activities of Technical Training Institutes all over the country. It was started in the year 1997. The Association provides a common forum for identifying common interests to the institutions and determining strategies for addressing such issues for the purpose of the qualitative and quality improvement of Technical Education and Training in Kenya. The association has a membership of around 100 TVET institutions. The association is currently chaired by Glory Mutungi, the Principal at Nairobi Technical Training Institute. Since 2017, the association has been holding annual TVET conferences and TVET fairs.

Rift Valley Technical Training Institute (RVTTI): For the last seven years, RVTTI has been convening the (only) annual TVET conference in Kenya. The 2018 conference (7th edition) was held at the institute 21-23 June 2018. The RVTTI also founded the Kenya Journal of TVET, which grew now to the Africa Journal of TVET, so far published three issues with over 60 articles.

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