**CO-OPERATIVE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (C-TVET) POLICY**

**DRAFT**

**SEPTEMBER 2022**

# FOREWORD

The Ministry of Education is committed to the provision of quality education, an aspiration of the Vision 2030 and a commitment by the Sessional Paper No. 1 of 2019 on “Policy Framework for Reforming Education and Training for Sustainable Development in Kenya”. Further the Sustainable Development Goals(SDGs) emphasises on the provision of quality and lifelong Learning. Reforms in the TVET Sector encapsulated in the TVET Act 2013 continue to enhance quality and relevance of TVET Training. The introduction of Competency Based Education and Training was a step aimed at increasing practical aspect of training focusing on competencies and flexibility of training. This was premised on availability of state of the art equipment and competent trainers in Training Institutions. Technology being dynamic and institutions ability to adapt being low due to capacity issues, Industry participation not only in curriculum development and assessment but also in training becomes imperative. Industry participation is the pillar upon which cooperative training is hinged. The Ministry of Education shall therefore, work in collaboration with industry, line ministries, agencies, and non-state actors towards realisation of this model of training.

It is envisaged that the duality of the training will be an answer towards the mismatch of skills of TVET graduates and the requirements of the Labour markets. Participation of all the players will ensure graduates who are employable and also measure up to industry expectation. The CTVET Policy provides a framework for implementation of CTVET and provides the roles that will be played by the different stakeholders.

The policy emphasises the need for collaboration by industry and technical training institutes in TVET training. It underscores the need for enhanced funding and industry support for the success of this model of training. Taking cognizance of the potential of this model to solve unemployment it is important that many stakeholders adopt it.

**Prof George O.A. Magoha, CBS**

**Cabinet Secretary**

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# PREFACE

The Cooperative Training Policy aims at providing a framework for implementation of Cooperative Technical Vocational Education and Training In Kenya; a model of training that is an adaptation of dual training where two sites are used for training; Institution and Industry. It places emphasis on the role of industry from merely providing opportunities for attachment to being actively involved in training. This equips the learners with competencies at the workplace, based on modern technologies and life skills.

The Policy is based on existing legal framework and especially the CBET approach with modifications on the structure of implementation. It aims at providing a guide on how CTVET will be implemented in Kenya. It applies to all institutions that intend to offer Cooperative training, industry and trainees who will be enrolled in this model. It outlines requirements and Policy Priority areas that provide a framework for its implementation. It is in five Chapters; Introduction, Situational Analysis, Policy Pillars, Governance and Implementation arrangement, and Monitoring and Evaluation

Publicity Campaigns, Monitoring and evaluation will be key pillars both for uptake and for taking corrective measures as we implement CTVET given that this is a new approach in Kenya.

**Dr. Margaret Mwakima PhD, CBS**

**Principal Secretary SDVTT**

# ACKNOWLEDGEMENT

The Cooperative Training Policy for the TVET Sector was developed through a participatory process which involved key stakeholders in TVET and Industry. Valuable input was received from Kenya Association Manufacturers, AHK, Kenya Private Sector Association, Ministries of Industry Trade and East African Cooperation, Home Affairs and Rehabilitation Services, Agriculture Boma Hotel, among others. The stakeholders gave valuable insights on training and industry participation within their contexts. This provided the comparability of the initiatives in a very broad spectrum enriching the policy imperatives.

Our sincere appreciation to GIZ for providing the financial support towards the development of this Policy. I remain grateful to all the stakeholders that participated in the validation processes for the information provided during those Fora.

Finally, for those who contributed in many other ways financially and in kind please feel really appreciated and valued. I urge stakeholders to embrace this model of training for the benefit of the youth and growth of the economy.

**Tom Mulati**

**Director Technical Education**

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# ACRONYMS

**AHK-** Association of the German Chambers of Commerce

**BBiG**- German Vocational Education and Training Act

**BiBB**- Federal Institute for Vocational Education and Training

**BIHC**- Boma International Hospitality College

**BMZ**- German Federal Ministry for Economic Cooperation and Development

**CBA**- Competence Based Assessment

**CBET** -Competency Based Education and Training

**CESA**- Continental Education Strategy for Africa

**COVID 19-** Coronavirus Disease 2019

**CTEVT-** Cooperative Technical Vocational and Education and Training

**DSPP**- Dual System Pilot Project

**DTS** -Dual Training System

**ETS**- Education and Training Sector

**GoK**- Government of Kenya

**KAM** - Kenya Association Manufacturers

**KNQA**- Kenya National Qualifications Authority

**KNQF**- Kenya National Qualification Framework

**MDA**- Ministry Department and Agency

**MoE**- Ministry of Education

**NITA** - National Industrial Training Authority

**NP**- National Polytechnic

**NSFAS**- National Student Financial Aid Scheme

**ODeL**- Open, Distance and e Learning

**PWDs**- People with Disabilities

**SDG**- Sustainable Development Goals

**SSACs**- Sector Skills Advisory Committees

**TVETA-** Technical and Vocational Education and Training Authority

**TESDA**-Technical Education Skills Development Authority

**TVET** -Technical and Vocational Education and Training

**TESDA**- Technical Education Skills Development Authority

**TVET CDACC**- Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council

**TEVTA-** Technical and Vocational Education and Training Authority

**TVC**- Technical and Vocational College

**VTC**- Vocational Training Center

# 

# DEFINITION OF TERMS

**Apprentice-** a person who is bound by a written contract to serve an employer for such period as the Board shall determine with a view to acquiring knowledge, including theory and practice, of a trade in which the employer is reciprocally bound to instruct that person;

**Block release-** a system where trainees spend continuous time in the workplace, apart from blocks of several weeks where they attend training in an institution to complete training.

**Cooperative Technical and Vocational Education and Training(C-TVET)-** A model of training that combines learning at technical training institutions with industrial experience and mentorship offered through in company training.

**CBET-** An approach to technical and vocational education and training in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve competence standards, mostly within a kind of national qualifications framework

**Competency Based Education and Training** (**Technical and Vocational Education and Training (TVET)-** Education offered at tertiary level of education and emphasises on vocational and technical skills and competences

**Indentured learner-** a person, other than an apprentice, who is bound by a written contract to serve an employer for a determined period of not more than two years with a view to acquiring knowledge of a trade in which the employer is reciprocally bound to instruct that person;

**Industry**- a trade, occupation, profession or an economic sector for which training and imparting of skills can be undertaken

**Industrial attachment-** the placement of a person in a workplace for the purpose of gaining knowledge and practical skills;

**NITA-** The National Industrial Training Authority (NITA) - a state corporation established under the Industrial Training (Amendment) Act of 2011.

# CHAPTER 1: INTRODUCTION

# 1.1 Background

The Government of Kenya takes cognizance of the crucial role of Technical and Vocational Education and Training (TVET) in the provision of skills and competences for industrialization, lifelong learning and national development. This is in line with the Sustainable Development Goal (SDG) goal 4 which obligates States to ensure an increased number of youth and adults have relevant, technical and vocational skills, for employment, decent jobs and entrepreneurship. The SDG goal 8 further calls on states to “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.”

Africa in the Agenda 2063 aims to strengthen technical and vocational education and training through scaled up investments and fostering greater links with industry and alignment to labour markets, to improve, employability and entrepreneurship skills of youth. One of the strategic objectives in the Continental Education Strategy for Africa (CESA) 2016-2025 is to expand TVET opportunities and strengthen linkages between the world of work and education and training systems.

To realise this, the Constitution of Kenya provides for the establishment of various institutions and enactment of appropriate legislations and Policies to govern the education and training sector. Furthermore, the long-term development blueprint of Kenya, the *Kenya Vision 2030*, aims at transforming the country into a globally competitive economy and providing a high quality life to all its citizens. The Vision is anchored on three pillars: economic, political and social. The Education and Training Sector (ETS) is anchored within the social pillar and is identified as a key component to the success of achieving the Vision.

The Government of Kenya (GoK) views a strong Technical and Vocational Education and Training (TVET) as an absolute necessity for the Country to participate as a full partner in the world’s fast growing, knowledge-based economy. TVET is recognized as a source of skills, knowledge and technology needed to drive productivity in the knowledge-based and transition societies of the twenty-first century. In its Vision Kenya seeks to transform into a globally competitive and prosperous Nation by 2030; this requires development of a competent human capital. In cognizance of this need the Ministry of Education developed Sessional Paper No. 1 of 2019; Policy Framework for Reforming Education and Training for Sustainable Development in Kenya with the objective of providing quality education and training that prepares learners and trainees to competitively thrive within a highly dynamic, technology-oriented global economy. The achievement of these objectives has however been hindered by several challenges facing the TVET Sector key among them being mismatch between skills and competencies required by the labor market and those possessed by TVET graduates.

In an effort to mitigate the challenges, the Government’s commitment is evident through its initiatives to establish TVET institutions in every constituency, equipping of Institutions with modern equipment, recruitment and deployment of trainers, capitation to trainees and rebranding of TVET. These reforms are aimed at improving access, quality and relevance of TVET. More specifically one key reform was the introduction of the Competency Based education and Training (CBET) system through the CBET policy framework of 2018. In this system, the emphasis is on competencies that meet the demands of industry and business. The industry is therefore involved during curriculum development and assessment. The participation of the industry in the delivery of the curriculum is however minimum. CTVET complements the CBET approach by exposing TVET trainees to the actual working environment enabling them to develop skills and competencies required by the industry. CTVET allows industry to play its role as an integral part of the entire training process; curriculum development, curriculum delivery and assessment.

In Kenya cooperative training has been practised as a form of work based learning through apprenticeship and on a small scale basis and majorly by private sector entities. Consolidating the gains and building up on this approach is a necessity for the country.

# 1.2 Rationale

Transitioning of TVET graduates to the labour market has been slow with the reason being inadequate practical training due to incongruence of equipment and tools at the institution and industry and the time allocated for practical training. Curriculum development and review has not been in tandem with the labour market demands. Governance and mandate of TVET is shared among various players with results of varying quality of graduates based on the sector training models. CBET frameworks make an attempt to address some of these challenges where focus is on competency training. CBET therefore provides relevant skills and enhances employability of TVET graduates.

Cooperative TVET intends to enhance industry participation by allocating time at industry as well as at the institution. This enhances access to relevant tools and equipment and social skills since workplace dynamics cannot be effectively recreated at the training institution under simulated conditions. Participation in curriculum development and assessment focuses the training on emergent trends and technology. The CTVET policy provides a framework for structured cooperation between industry and training institutions.

# 1.3 Policy Objective

To guide implementation of Cooperative technical and Vocational Education and Training in Kenya

# 1.4 Goal

To produce competent graduates that meet industry expectations/ requirements

# 1.5 Vision

A competitive alternative TVET model for quality and relevant skills development in Kenya

# 1.6 Mission

To avail an opportunity that fosters skill development through industry participation in training delivery.

# 1.7 Guiding Principles

This policy is anchored on the following guiding principles:

1. **Collaboration and Partnerships:** Participating institutions will seek partnerships and linkages with the relevant stakeholders in support of training.
2. **Quality and Relevance** - C-TVET shall be used to enhance the quality and relevance in TVET
3. **Sustainability**: C-TVET shall adapt an integrated approach that shall take into consideration the human and physical resource requirements and the long term employability opportunities for graduates.
4. **Diversity**: ensure that opportunities are availed for trainees and trainers of different backgrounds, abilities and talents. Access to institutions and courses is guaranteed to all
5. **Gender and Equity**: Promote inclusivity and equity in C-TVET to address needs of all trainees and trainers, including those with special needs, disabilities, the vulnerable and the hard to reach.
6. **Flexibility**- C-TVET shall provide multiple entry and exit opportunities into programmes to allow participants easily alternate between work and training.

# 1.8 Policy Framework Statement

The Government is committed to the adoption and implementation of the C-TVET delivery model.

# 1.9 Expected Outcome

A well-coordinated, efficient and effective C-TVET model

# 1.10 Scope of Application

This policy shall apply to TVET institutions, trainers, trainees, industry, curriculum developers, qualification awarding Institutions, regulators and other government agencies involved in education and training through the C-TVET model. It shall apply to all TVET programmes at all levels of the Kenya National Qualification Framework (KNQF).

# 1.11 Policy and Legal Context

The following is the policy and legal context underpinning this policy.

## 1.11.1 Policy Context

The Government of Kenya recognizes and is committed to the provision of Quality and relevant TVET by ensuring involvement of the industry in training. The following policies guide the provision of quality and relevant TVET:

1. The SDG Number 4 and 8 calls for provision of relevant skills for employment, and sustainable economic growth, full and productive employment and decent work for all;
2. *Agenda 2063 on the Africa we want,* Goal number 2 that aims to achieve well-educated citizens and skills revolution underpinned by science, technology and innovation by 2063;
3. *Continental Education Strategy for Africa (2016-2025),* Strategic objective 8 that focuses on expanding TVET opportunities at both secondary and tertiary levels besides strengthening linkages between the world of work, education and training systems;
4. *The Kenya Vision 2030, under social pillar emphasis on the significance of* the Education and Training Sector as key to development of human capital
5. The Sessional Paper No.1 of 2019 on Reforming Education and Training Sectors in Kenya that calls for increased access and mainstreaming of competency based education and training;
6. *The Kenya National Youth Development Policy, (2019)* that provides for enhanced investment, coordination and management for the promotion of skills development and work experience for the Kenyan youth.
7. CBET Policy 2018-That focus on competency and flexibility of training modalities

## 1.11.2 Legal Context

This policy is anchored on the existing legal frameworks in Kenya as well as international protocols. These include:

* The Constitution of Kenya2010 **(Articles** 54 and 55) that give rights to (a) Access to educational institutions and facilities is made available to PWDs to the extent compatible with the interests of the person; b) Access to relevant education and training for the youth; including affirmative action programmes and c) Provision of adequate and equal opportunities for training for men and women; the members of all ethnic groups; and persons with disabilities;
* The TVET Act No. 29 of 2013 section 7 (i) provides for establishment of a training system which meets the need of both formal and informal sectors
* The National Industrial Training Act Chapter 237 section 4j and 5A provides for the establishment of training committees in relation to training in specific industries and their functions.

## 

# CHAPTER 2: SITUATIONAL ANALYSIS

# 2.1 Introduction

TVET has an important role to play in technology diffusion through transfer of knowledge and skills. Rapid technological progress has had and continues to have significant implications for TVET. Understanding and anticipating changes has become crucial for designing responsive TVET systems and, more broadly, effective skills policies. The flexibility to adapt the supply of skills to the rapidly, and in some cases radically, changing needs in a number of sectors such as [information technology](https://en.wikipedia.org/wiki/Information_technology) and the [green economy](https://en.wikipedia.org/wiki/Green_economy) has become a central feature of TVET systems. Globally, the skills requirements and qualifications demanded for job entry are rising. This reflects a need for not just a more knowledgeable and skilled workforce, but one that can adapt quickly to new emerging technologies and delivery modes in a cycle of continuous learning. Models of training that prepare trainees for such dynamism have existed in the developed world and continue to evolve in the developing world. Such models have ordinarily involved industry in training, industry being the consumer and beneficiary of skills emanating from training institutions.

# 2.2. Dual Training Globally

Dual vocational education and training systems (dual VET-systems) stand out due to participation of Industry/company as a learning venue and vocational school as the other. They are well established and accepted in Europe and other parts of the world due to their ability to provide employable skills to the youth. Youth unemployment in countries with well working dual VET-systems is low. The dual system of training has been successful in the following; Securing the skilled labour needed, lowering induction costs for new appointments, offering job specific qualifications needed by companies, trainees contributing to the productivity of the company, increasing employment prospects for trainees upon graduation, private sector easing the burden on public budgets through their contribution to training.

## 2.2.1 Dual Training in Germany

Dual training is the most practised mode of training in Germany. Germany's dual training system is regulated by the Vocational Education and Training Act (BBiG) of 2005. The mode of attendance consists of 70 percent of the time spent in company training while 30 percent is spent in the vocational training institution based on training regulations and within the framework of training contracts.

The model ensures that trainees attain both practical and technical skills to compete effectively in a global market. Upon qualification, the trainees receive a state certificate for passing company exams, designed and administered by industry groups. This is a credential that allows transfer to similarly oriented businesses should the training company not retain its trainees beyond the initial contract. Financing is done by both the government and the private companies involved in training. The companies cover their own training costs such as apprenticeship pay, cost of trainers, materials while the government funds the training institutions.

Quality assurance is done by the Chambers of Commerce together with the Federal Institute for Vocational Education and Training (BiBB). It involves the accreditation of training companies, registration of training and work experience agreements, examinations and certification.

## 2.2.2 Dual Training in the Philippines

The Philippine Dual Training System (DTS) is a model where the school and the partnering companies share the responsibility of providing trainees with well-coordinated learning experiences. Trainees typically spend about 40% of the training and learning time in school and 60% in companies for hands-on training. Financing of DTS is through tax incentives to companies, grants, donations and company contributions. The DTS allows trainees an allowance of up to 75% of the country’s minimum wage rate.

Regulation of DTS is undertaken by Technical Education Skills Development Authority (TESDA) - a government agency mandated to manage and supervise technical education and skills development in the Philippines. A TVET institution has to comply with the requirements of registration prior to offering a TVET program.

## 2.2.3 Dual Training in South Africa

In South Africa the Dual System Pilot Project (DSPP) was implemented from 2015 as a pilot to develop, support, and strengthen processes necessary for implementation of quality occupational training, specifically TVET lecturer training. Trainees spend 30 percent of their time in the vocational school where they gain theoretical knowledge based on a unified training plan. The in company training takes 70 per cent of the time under real-life working conditions (in-company trainer, and up-to-date equipment)

The South African Government financed the Dual System Pilot Project (DSPP). DSPP was also financed by students’ fees and financial funding by the National Student Financial Aid Scheme (NSFAS). Besides South African Government funding, DSPP received funding from the private sector.

The DSPP training model guaranteed a quality of training system that equipped trainees with multiple skills and experience to be effective in the workplaces.

## 2.2.4 Dual Training in Senegal

Dual training in Senegal was conceptualised in 2012 as part of the initiatives aimed at empowering the young population to improve the nation's economic productivity. The Dual Training System is called School-Company Training. Learners are provided the opportunity to put the theory they learn in the classroom into practice by having a class and field experience as part of the curriculum. In 2020, Senegal's Ministry of Employment, Technical and Vocational Education and Training, Apprenticeship, and Professional Integration collaborated with the German Federal Ministry for Economic Cooperation and Development (BMZ)​​​​​​​ to carry out reforms in vocational education and training. The program aims to improve the competency and employability of learners in TVET institutions by enhancing the learning institutions' partnership with corporate organizations.

The School Company Training in Senegal is financed through the partnership of the German government and the Senegalese government. The programme has been expanding exponentially courtesy of sufficient resources provided through the intergovernmental partnership, which seeks to see the project fully implemented by 2024. The Ministry of Employment, Technical and Vocational Education and Training, Apprenticeship, and Professional Integration is tasked with the supervision and management of quality assurance and coordination in implementing Dual Training. This programme is a means to help Senegal overcome the challenge of unemployment and achieve better economic growth.

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# 2.3 Competence Based Education and Training Implementation in Kenya

# 2.3.1 Introduction

The TVET Sector in Kenya is undergoing rapid growth as the government seeks the skills necessary for achievement of vision 2030 that endeavours to transform the country into a globally competitive and prosperous Nation through development of competent human capital. TVET therefore, guarantees human and economic development and is focused on providing skills that meet the needs of the workplace as well as for self-reliance. The CTVET Policy is premised on the principle of education and training at the workplace.

# 2.3.2 TVET Reforms in Kenya

Reforms in Technical Vocational Education and Training (TVET) are based on Sessional Paper No. 1, 2005 for Education, Training and Research, and Sessional Paper No 1 of 2019 on Reforming Education, Training and Research for Sustainable Development. The enactment of Technical and Vocational Education and Training Act of 2013 actualized a raft of changes which led to the establishment of TVET Agencies in the sector amongst them: Technical and Vocational Education and Training Authority (TVETA); the Curriculum Development, Assessment and Certification Council (CDACC); and TVET Fund Board. The Kenya National Qualifications Authority (KNQA) was established under the Kenya National Qualifications Framework Act no. 22 of 2014 to coordinate and harmonize the various levels of education and create a database of all qualifications in the country.

Besides the establishment of these bodies other reforms that have contributed to the rebranding and repositioning of TVET include: equipping institutions with state of the art training equipment, establishing Technical Vocational College (TVC) in each of the country’s constituencies, upgrading of VTCs, TVCs and National Polytechnics, introduction of Competency Based Education and Training (CBET), recruitment, reskilling, upskilling and retooling of the trainers and instructors. The coming into being of Recognition of Prior Learning Policy of 2021 opened a pathway for recognition of skills acquired through non-formal and informal environments.

As a result of these reforms, the quality of TVET training has improved, the programmes have become more relevant to industry and there is better utilisation of resources. This has attracted the youth population consequently leading to increased enrolment in TVET institutions. Analysis by Delberg 2019 indicates that access to TVET continues to grow with an increment of 22% between 2017 and 2019 and has room to continue growing since the newly initiated TVCs and VTCs are yet to attain optimal enrolment. Prospects of TVET graduate employment are higher than those without a TVET course, (Delberg, 2019).

Despite the increased demand, linkage with industry and its participation in training is still low. This limits the gains that would be realised from such collaborative opportunities between industry and training institutions.

# 2.3.3 Adoption of CBET in Kenya

Implementation of CBET is based on the framework that was launched in 2019 with the quest to improve the competencies of TVET graduates. It was a shift that aimed at embracing modular and hands-on training. It also provides for participation of industry in development and assessment of curriculum through the Sector Skills Advisory Committees (SSACs). The enhanced collaboration with industry has resulted in a cohort of graduates that has skills matched with industry requirements. It is for this reason that the uptake of CBET is rising. To date a total of 447 industry-led curricula have been developed. Additionally, 100 learning guides in various courses and digital content for 22 courses have been developed. Furthermore, 15,046 stakeholders have been trained on the conduct of Competency Based Assessment, with 2600 assessors and verifiers that assist in the conduct of assessment being registered. A total of 212 institutions have been registered as assessment centres where Competency Based Assessment is conducted. However, the uptake of the CBET programmes has been slow majorly due to inadequate awareness and publicity of the benefits of the programme. Other factors impacting on CBET implementation in the Country include; inadequate physical facilities, low industry participation in training and high cost of training materials.

## 2.3.4 Conventional CBET Delivery Approach

The new CBET Curricula has been implemented in a number of TVET institutions around the country. The delivery process is institution based involving both formative and summative assessments and allows for multiple entry and exit in TVET programmes. The training involves exposure to both theoretical and practical content to varying extent as per the new CBET curricula. The CBA guidelines envisages a 50:50 theory to practice at L6, 40:60 for L5, 30:70 for L4 and 20:80 for L3 training. The theoretical aspects of the courses are delivered in a classroom set up while the practical aspects are delivered in workshops and laboratories.

In the pilot phase, some of the L3 trainees were trained through apprenticeship (attachment to local jua kali enterprises for work based learning). Trainees were expected to undertake a compulsory structured and supervised industrial attachment at the end of their course of study. Certification was based on demonstration of desired competences. The pilot assessment phase sponsored by GiZ was conducted in December 2019 in five TVET institutions in the following six programmes; Simple Automation Control Inspection L4, Manual Metal Arc Welding L4, Lathe Machine Operations L4, Counselling Psychology L5, Counselling Psychology L6, Hairdressing and Beauty Therapy L3. Training institutions continue to seek licensing to offer CBET courses in addition to the piloted programmes albeit at a slow rate. The major challenge is the inability to effectively recreate workplace dynamics under simulated conditions in training institutions which compels industry to invest heavily in retraining of graduates on their initial employment.

**2.3.5 CBET Implementation by Non State Actors**

TVET has continued to benefit from Non State Actors partnering with TVET Institutions in enhancing skills for employability to the youth. Some of the non-state actors involved in training include; Generations Kenya, Toyota Kenya, AHK and Boma International Hospitality College.

Generation Kenya focuses on development of training curriculum to enhance the skills match with the labour requirements. It employs a demand-driven model in cooperation with the Government of Kenya, development partners, the private sector, and public and private training institutions. So far it has partnered with over 250 employers and 35 Technical and Vocational Education and Training (TVET) institutions to support graduates in their transition from training to employment.

Toyota Kenya Limited, through the introduction of Toyota Kenya Academy which is under the Toyota Kenya Foundation, has continued to address the critical needs for technical and entrepreneurship skilled manpower and also improve the quality and relevance of Technical and Vocational Education Training (TVET) learning institutions. The main objectives include: cultivating Automotive-related (motorcycles, cars, trucks) service technicians; cultivating construction, agricultural and industrial machinery technicians; offering management and leadership development; and providing training open to the public through collaboration with JICA and local universities, thus contributing to regional society.

The German Chamber of Commerce in Kenya is running a dual training programme in Chef and Hotel Specialist Level 6. The model is that of collaborating with industry-3 hotels. The hotels admit students based on available vacancies and then enrol them in Kibondeni TVC. The industry offsets all costs including payment of stipends and fees to the college. Examinations are set by the Industry and school and supervised by independent persons. One Certificate is issued by AHK, whose curriculum is also implemented. All graduates of the courses had been employed within the first year of graduation.

Boma International Hospitality College (BIHC) is a competence-based learning institution that offers 80% practical and 20% theory training using both three and five star hotels located within the college. Attachment is also done externally with other Hotels to augment the practical training. The duration of the attachment is 6 months, while internship ranges from 6 months to 2 years. The BIHC partners with the Business and Hotel Management School in Switzerland regarding training of culinary arts. The programs include periods of internships at leading international and local hospitality brands, during which trainees are expected to demonstrate their skills, knowledge and attitudes under the direct monitoring of professionals who provide guidance and mentorship. Payment of fees is through grants by well-wishers and parents. Examination and certification is by the Business and Hotel Management School of Switzerland.

## 2.3.6 Industry Participation in TVET

In Kenya, industry participation in training is through offering attachment slots for trainees for a period of three months after having been trained for a certain period as determined by the curriculum. However, there have been shortcomings in terms of meeting the curriculum implementation requirements and industry expectations. To mitigate this the Ministry of Education has been piloting a model that borrows best practice from the German dual training and adapts interventions for a competence-based approach suitable for the Kenyan context in 7 institutions since 2019.

The adapted model has adopted a block release model where training is conducted in a TVET institution and practical based training done in an industry on a 50:50 basis. The students rotate in 3-monthly blocks between the training institution and the company. The training is based on a tripartite agreement between the technical training institute, the trainee and the company. Theoretical knowledge is predominantly transferred at the institute while practical skills are predominantly delivered in the company.

During implementation of the pilot, a number of positive lessons learnt include: enhanced hands on skills training; structured industry training; training exhibiting required competencies of both hard and soft skills within a short span of exposure; industry is in a position of developing a pool of employers with prerequisite skills. However, the model has some challenges including: varied extra training expenses incurred by industry, trainees and training institutions; industries located at major towns; absence of legal framework to support the model of training; accreditation of in-company trainers; lack of continuity in the place of work because trainees proceed to industry after long stretches of time and limited industry capacity for training.

To take advantage of the positive lessons learnt and mitigate the challenges, a modified approach of dual training can be adopted in the form of cooperative training. This form of training, if adapted, shall be called Cooperative TVET (C-TVET).

# 2.3.7 Work Based Training in Line Ministries

The Ministry of Labour through NITA conducts an apprenticeship programme based on a dual training principle that involves inherent supervisory tenets which include signing of a contract between an employer and the apprentice. The apprenticeship training programme includes in-plant training and in-centre training conducted at Industrial Training Centres. During the in-centre training the apprentice is expected to undergo training consisting of both practical training and related theoretical instruction for each of the trades. The in-plant training provided to apprentices comprises both skills and operations pertaining to the trade in accordance to the in-plant training programme derived from the respective training standards and curriculum which shall form part of the scheme. Proper and efficient supervision, direction and control of apprentices and their training shall be the responsibility of the employer.

The employer appoints among the employees a Training Master who is responsible for the day to day guidance of the apprentice. Apprentices are assessed both in written and practical assessments that comprise 20% and 80% of the final score respectively. Where applicable an apprentice may be paid a monthly wage/ stipend for the duration of attendance of training when on in-plant training as per the contract. The cost of training is borne by NITA and the training company. Companies participating in this scheme of training are entitled to a refund of in-centre training cost by NITA. A company/ employer intending to participate in the apprenticeship training is required to have adequate production facility to offer in- plant training and have at least three permanent employees with the skills in the intended area of training for every apprentice taken on board. This implies that the ratio of a trainer to trainee is 3:1.

There are also other line Ministries including Health, Agriculture, and Tourism that offer dual training. The success of this has been demonstrated by the employability of graduates of these ministries using this model both nationally and internationally.

# 2.4 Emerging Issues and Challenges in TVET

## 2.4.1 Emerging Issues

**2.4.1.1 TVET in Emergencies**

TVET training, like other education systems, faces emerging issues that occasionally impact on its implementation. Such emergencies require that TVET has inbuilt strategies that can cushion it from such impacts. Emergencies that impact on the learning calendar include; unforeseen occurrences such as COVID 19, and natural disasters. These factors lead to loss of learning time and impact on completion rate of trainees. Additionally, institutions incur increased costs for the operations and maintenance during periods of learning interruption.

In order to mitigate the emergencies, there is a need for putting in place strategies that can cushion learners, training institutions and industry.

**2.4.1.2 Increased Demand for ODeL in Training**

The demand for flexible education and training has been rising in the past few years due to the high number of basic education graduates, accessibility to preferred institutions, desire to combine work and training as well as limited institutional capacities. ODeL is an emerging system that can leverage the current advancement in information communication technology to enhance access to TVET training. This policy shall aim at enhancing inclusivity and expanding access to quality training for individuals who may be unable, for any reason, to participate in the conventional education and training delivery modes.

**2.4.1.3 Demand for Green Jobs**

TVET is expected to play a key role in preparing learners for emerging green jobs and providing them with green skills and competencies. However, while the demand for green skills is growing globally, TVET systems in many countries struggle to respond and cater to these needs.

There is need to embed climate sustainability in curricula and training regulations, from the identification of specific knowledge and skills applicable to specific sectors, to the integration of transversal skills linked to the awareness of green jobs.

**2.4.1.4 Data and Evidence Based Decision Making**

Reliable and timely information is a critical component in the decision making process. Collection of relevant data and proper analysis to provide necessary insights is equally important. Institutions are focused on harnessing data at different levels of the TVET value chain in order to inform policy and improve decision making. However, management of data has been weak and not aiding sound decision making and policy formulation for the sector.

## 2.4.2 Challenges in TVET

Despite the achievements realised in TVET, there still exist challenges.

**2.4.2.1 Absence of a C-TVET policy framework:** Although there exist policy frameworks guiding TVET, the CTVET model requires enhanced participation of company/industry participation, this requires a policy framework that guides on roles of the various players and funding of the players in this training.

**2.4.2.2 Accreditation, Certification and Assessment**; Despite existence of accreditation, certification and assessment bodies, harmonisation is a challenge and this results in duplication and negation of effort and impacts on use of resources.

**2.4.2.3 Funding**: The Government has increased its effort in funding TVET, however the dynamism of technology requires that regular equipping of institutions is undertaken. The resources available are constrained due to the competing needs in the sector coupled with the increasing enrolment. This calls for diversification and exploration of other models of funding TVET

**2.4.2.4 Insufficiency and/or availability of data**: TVET is spread across several Ministries. Harnessing of data remains a challenge due to the management and governance of the various institutions. This calls for creation of a TVET data repository.

**2.4.2.5 Low Industry Participation in Training:** Industry plays a key role in training. However, their involvement has been low due to limited incentives, low motivation and lack of a collaborative framework. The need to maintain confidentiality and Trade secrets from the perceived competitors, limits their participation. Incentivising industry to participate becomes key to the success of this model of training.

**2.4.2.6 Mismatch between technological advances in the industry and institutions.** Despite the Government interventions in equipping institutions, a number still have equipment that is outdated. Partnering with industry exposes trainees to emerging technologies and modern equipment that matches industry needs.

**2.4.2.7 Monitoring and Evaluation:** The TVET sector has continued to implement initiatives. However, weak monitoring, evaluation and reporting still exist. This in effect compromises the learning process for improvement of the sector.

# CHAPTER 3: POLICY FRAMEWORK PRIORITY AREAS

# 3.1 Introduction

The CTVET approach emphasises the importance of TVET being oriented towards the skills needs of the Labour market. The success of the TVET sector as envisaged in the ongoing reforms in Kenya, relies on solid public - private partnership and dedicated cooperation between stakeholders. The approach defines the framework for the implementation of cooperative training. It is capital intensive given the mix of equipment and human capital required to achieve the desired results.

The CTVET Policy has focused on six thematic areas which include:

1. Governance
2. Quality and relevance
3. Funding
4. Collaboration and Partnerships;
5. Awareness Creation and Publicity Campaign;
6. Data management

# 3.2 Priority Areas

## 3.2.1 Priority Area 1- Governance

Good governance provides a framework for planning, implementation and monitoring of performance. Therefore, an appropriate governance and management structure has to be put in place for effective and efficient C-TVET implementation in institutions.

**Policy Statement**

The Ministry through the State Department for Vocational and Technical Training shall establish a governance, coordination and planning framework for successful implementation of C-TVET.

To operationalise this policy, the following strategies will be implemented;

1. Establish institutional governance of CTVET
2. Integrate a C-TVET implementation governance structure within the existing framework;
3. Develop guidelines governing CTVET

## 3.2.2 Priority Area 2- Quality and Relevance

Quality and relevance of C-TVET programmes will guarantee a strong link between skills learnt and the needs of the labour market. In order to enhance quality and relevance in C-TVET, the government will address the inadequacies in the following areas: number and capacity of trainers, assessment capacity, infrastructure and equipment, and industry participation.

**Policy Statement**

The Ministry shall strengthen quality and relevance to promote C-TVET.

To implement the above policy, the following strategies will be employed:

1. Institutionalise Quality assurance;
2. Strengthen curriculum development, implementation, assessment and certification
3. Enhance Capacity of institutions
4. Strengthen enforcement and compliance

## 3.2.3 Priority Area 3: Funding

Successful implementation, access and participation of industry in implementation of CTVET, requires sufficient resources. Therefore, diversification of **financial** sources and efficient utilisation of resources is essential for realisation of C-TVET objectives. C-TVET shall require a sustainable funding mechanism that supports both the industry,trainees and training institutions.

### Policy Statement

The government shall promote a viable and sustainable financing mechanism.

To implement the policy, the following strategies will be employed;

1. Implement the TVET Financing Policy
2. Develop a framework for private sector investment in CTVET
3. Establish Differentiated Unit Cost for CTVET programmes
4. Promote access and participation of industry in training

## 3.2.4 Priority Area 4: Collaborations and partnerships

Successful implementation of C-TVET requires engagement of various stakeholders to support varied activities including; funding, curriculum development, implementation, assessment and monitoring.

**Policy Statement**

The ministry shall establish, strengthen and maintain partnerships, collaborations and linkages with relevant stakeholders on C-TVET.

To implement this policy, the following strategies will be employed;

1. Establish a collaborations framework
2. Promote centralisation of TVET for optimal use of resources by Mapping National Polytechnics/ Centres of Excellence with other TVCs and VTCs
3. Map industries/institutions/organizations for linkages and collaborations;
4. Establish and strengthen linkages between industry and training institutions

## 3.2.5 Priority Area 5: Data Management

Implementation of CTVET will be based on robust data that provides current labour market requirements, opportunities for training, availability of resources and trainees information. This shall therefore require up-to-date databases.

**Policy Statement**

The ministry shall strengthen data management for effect CTVET delivery

To implement this policy, the following strategies will be employed;

1. Establish and Maintain a CTVET data repository
2. Establish a data sharing framework
3. Establish a platform for CTVET data collection
4. Promote use of evidence and feedback in decision making

## 3.2.6 Priority Area 6: Awareness Creation and Publicity Campaign

Creation of awareness is key to improving uptake of C-TVET and its effectiveness in skills development.

**Policy Statement**

The ministry shall promote awareness and publicity of C-TVET.

In order to implement this, the Ministry shall employ the following strategies;

1. Create awareness and conduct publicity campaigns;
2. Implement TVET communication strategy
3. Brand and reposition TVET

# CHAPTER 4: POLICY GOVERNANCE AND IMPLEMENTATION FRAMEWORK

# 4.1 Introduction

This policy will be guided by the Constitution of Kenya 2010, the TVET Act 2013 and all the legislation governing the Training Sector. These documents provide a legal basis for CTVET in Kenya. To operationalize this policy, MoE shall constitute National, and Institutional Committees. In constituting the committees, the principles of inclusivity and diversity shall apply.

# 4.2 Governance and Management

## 4.2.1 Coordination

The National Government shall continue to lead in the strategic planning and

management of CTVET, including curriculum development implementation and assessment. In addition, it will forge partnerships with other MDAS and relevant stakeholders. To coordinate the implementation of CTVET, committees will be constituted at various levels: National, Ministry and Training institutions.

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| 4.2.1.1 National Coordination Committee |

This committee is the overall committee comprising representatives from line ministries, industry, development partners and institutions. The Committee is mandate to;

1. Provide policy guidance and direction on CTVET
2. Promote coordination and linkages between industry and training institutions and line ministries
3. Develop and implement joint CTVET strategies
4. To manage resource allocation
5. Mobilize and manage resources, for sustainable CTVET
6. Share best practices and lessons learned to strengthen knowledge management at National level, and other Committees

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| 4.2.2.2 Technical Committee |

The Technical Committee is composed of senior management of the Ministry of Education, other line Ministry representatives, industry, professional bodies/associations and representatives of public and private implementing institutions. The committee will meet at least once every quarter.

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| T4.The mandate of the committee is to:   1. Monitor implementation of CTVET 2. Manage capacity building of the CTVET 3. Conduct advocacy of CTVET 4. Receive and deliberate on reports from the institutional implementation committee 5. Prepare reports and present to the National coordination committee  444.2.3 Institutional Implementation Committee The committee is composed of relevant officers from participating institutions and partnering industries.  The mandate of the Committee shall be to;   1. Coordinate implementation of CTVET programmes in the institution 2. Coordinate preparation of training plans  Oversee curriculum implementation  1. Monitor implementation of CTVET 2. Prepare periodic reports  4.3 Implementation Framework A multi sectoral approach shall be used in the implementation of the policy. Various stakeholders have been identified to facilitate the implementation of the CTVET programme, within the existing legal frameworks and those that shall be developed. The overall policy leadership is vested in the Ministry responsible for education and training. The Cabinet Secretary may delegate policy implementation to the semi-autonomous agencies. Another key institution in the sector is the Directorate of National Industrial Training Authority that is mandated to manage industrial Training.  The following MDAs shall be involved;   * State Department responsible for Vocational and technical training * Ministries, counties and Agencies * Assessment and Certification agencies * Quality Assurance bodies * Technical institutions * Industry /Industry trainers/ Institutional trainers and Trainees   Training guidelines will be developed to provide operational frameworks to guide on the following, among others; 4.3.1 Ministries, Counties and Agencies These agencies will play their roles in line with their mandates. They will also be responsible for coordination, accreditation and assessment. Funding and mobilization of resources to support the initiative will also be their responsibility. 4.3.2 Training in institutions Accredited institutions will be eligible to offer the training based on the accreditation credentials on the levels of training. 4.3.3 Industry Industry with recognized capacity to undertake the training based on the MoUs signed between them and various relevant stakeholders such as Ministry of Education, Training Institutions, Trainers and Trainees 4.3.4 Training Modality The training shall be at the levels of a Diploma and below. The duration of training is as provided in the curriculum and the training shall not be less than 50:50 at the two training sites; industry and institution. Trainees with slots at the industry will be admitted in this training model 4.3.5 Curriculum Development The existing curriculum shall be reviewed and aligned to the model of training. The review shall be done by both the curriculum developer and the Industry. In case of new curriculum development both the industry and the curriculum developer shall be involved. 4.3.6 Assessment and Certification Assessment will be offered collaboratively by the institution, QAI and industry. Supervision of practical exams to be done by accredited assessors and verifiers. On completion of a level as prescribed by the Curriculum, two certificates may be issued; by the industry and the Qualification awarding institution. |

# 4.4 Roles and Responsibilities of Key Stakeholders

## 4.4.1 Role and Duties of the Training Company

1. The role of the Training Company is to ensure that the Trainee is mentored and taught all necessary professional practical know-how and competences outlined in the in-company training plan. The Training Company shall;
2. Carry out the vocational mentoring according to the in-company training plan in an adequate factual and temporal structure to enable the Trainee achieve learning goals within the intended training period;
3. Appoint a professionally suitable person as a mentor and instructor and to communicate his/her name and contact data to the TI as well as the Trainee. The mentor must make him-/herself familiar with the in-company training plan, develop a mentoring framework and liaise with the TI.
4. To explain the in-company training plan to the Trainee and to provide the Trainee with a security briefing and personal protection equipment (PPE) before starting the training;
5. To allow the Trainee attend vocational school or training measures outside the training centre if the same is prescribed;
6. To provide a written training certificate (additional to QAI certification).

## 4.4.2 Role and Duties of the Trainee

The Trainee must endeavour to act in a manner necessary to achieve the training goal. He / she agrees to hereby commit to and or understand that;

1. That any tasks undertaken by the Trainee while on a Traineeship period will have the purpose of promoting the Trainee's competence, understanding and familiarity of the Training Company’s business as well as in the Trainee's agreed learning objectives.
2. That the Trainee will be under an obligation to the Training Company to make satisfactory progress on the training period program, such progress will be agreed between the Company and the Trainee.
3. To carry out the tasks assigned to him / her as part of his / her vocational training.
4. That the Trainee must keep a record of all tasks through the daily task and time record.
5. To take part in vocational school lessons and in company mentoring, the set exams as well as (if applicable) in training measures outside the training centre.
6. To follow the instructions given to him / her as part of the vocational training by teachers, trainers, mentors and other persons authorised to issue instructions, insofar as they have been made known as authorised to give instructions.
7. To observe all regulations applicable to the Training Company, Training Institution and any other training centre which might be used for the training.
8. To handle tools, machines and other equipment with care and only use them for the tasks assigned to him / her under strict obedience of safety regulations.
9. Trainee is aware that in the course of her/his engagement with the Training Company and/or in connection therewith, the Trainee may have access to, and be entrusted with, technical, proprietary, sales, legal, financial, and other data and information with respect to the affairs and business of the Company, its affiliates, customers and suppliers, and including information received by the Company from any third party subject to obligations of confidentiality towards the said third party, all of which data and information, whether documentary, written, oral or computer generated, shall be deemed to be, and referred to as proprietary information which, by way of illustration but not limitation, shall include trade and business secrets, processes, patents, improvements, ideas, inventions (whether reduced to practice or not), techniques, products, and technologies (actual or planned), financial statements, marketing plans, strategies, forecasts, customer and/or supplier lists and/or relations, research and development activities, formula, data, know-how, designs, discoveries, models, computer hardware and software and any and all documentation relating thereto, drawings, dealings and transactions, except for such information which, on the date of disclosure, is, or thereafter becomes, available in the public domain or is generally known in the industry through no fault on the part of the Trainee. Trainee agrees and declares that all Proprietary Information, patents and/or patent applications, copyrights and other intellectual property rights in connection therewith, are and shall remain the sole property of the Company and its affiliates and their assigns.
10. During the Trainee Period and upon its expiration thereafter, Trainee shall keep in confidence and trust all Proprietary Information, and any part thereof, and will not use or disclose and/or make available, directly or indirectly, to any third party any Proprietary Information without the prior written consent of the Company, except and to the extent as may be necessary in the ordinary course of performing Trainee’s duties pertaining to the Company and except and to the extent following, possible written notice from the Trainee to the Trainer and/or Company as may be required under any applicable law, regulation, judicial decision or determination of any governmental entity.
11. Trainee agrees to promptly and from time to time fully inform and disclose to the Company all inventions, work product, designs, improvements, discoveries, algorithms, code, executable code, compilation and execution, configuration instructions and the like, which Trainee shall have created, developed or altered during her/his engagement with the Company, and which result from and are related directly to the Services rendered by Trainee to the Company, or which derive from any experimental work performed by the Company, whether conceived by Trainee alone or with others (the “Inventions”). All Inventions, and any and all rights, interests and title therein, shall be the exclusive property of the Company and Trainee shall not be entitled, and hereby waives, now and/or in the future, any claim to any right.
12. To maintain and regularly present the prescribed written training documentation and certificates.
13. To notify the TI as well as the Training Company in the event of an incapacity to participate in training because of illness, the Trainee must submit a medical certificate confirming the existence of the incapacity for work and its expected duration within 3 days. If the incapacity to work lasts longer than stated in the certificate, the Trainee is obliged to submit a new medical certificate.

## 4.4.3 Role and Duties of Training Institutions (TIs)

1. The role of the Training Institution is to implement the TI based training
2. To carry out the vocational training according to the TI training plan in an adequate factual and temporal structure in order learning goals can be achieved within the intended training period.
3. To allow the Trainee to participate in the industry-based training/mentoring.
4. To monitor the training documentation of the students.
5. Facilitate registration and assessments.
6. Recruitment of Trainees and trainers

b) The TI shall further coordinate the training scheme and;

1. Plan organise, facilitate and document the TT-Industry Coordination Committee Meetings by:
2. Facilitating the review alignment and approval of TI and In-company training plans by the TI – industry Coordination Committee in cooperation with the companies which are providing training slots;
3. Conduct committee meetings in suitable intervals in order to monitor and steer the progress of the training scheme together with the industry.
4. Take on the secretariat function for training and liaise with training companies

## 4.4.4 Industry trainer/institutional trainer

1. Supervise industry /institutional programmes
2. Identify available opportunities for training
3. Receive and place them in relevant units/departments
4. Implement the curriculum/training programme
5. Conduct training and assessment
6. Ensure the trainees acquire the required competencies
7. Provide mentorship, guidance and counselling to trainees
8. Inform trainees on assessment process
9. Develop an assessment plan
10. Maintain evidence of training
11. Participate in recruitment of Trainees;

## 4.4.5 Role of the Regulators/ Quality assurance entities

1. Registration and Licensing of programmes
2. Registration and Licensing of trainers
3. Registration and Licensing of participating industries
4. Quality assurance and insurance of the programmes
5. Regular monitoring of CTVET implementation

**4.4.6 Parents/ Guardians**

1. Participating in decision making
2. Supporting C-TVET
3. Providing training resources
4. Creating a safe and enabling learning environment
5. Tracking learner progress in C-TVET
6. Mobilising resources and ensuring prudent utilisation

**4.4.7 Board of Governors/Councils/Institutional managers**

1. Provide strategic direction and resources
2. Capacity building

**4.4.8 KATTI**

1. Lobby government for resources
2. Capacity building of members on C-TVET

**4.4.9 Community**

1. Provide Resources
2. Support to training programmes and activities
3. Provide Resource persons

**4.4.10 Qualification Awarding Bodies**

1. Assess and award certification

**4.4.11 Non State Actors (NGOs, CBOs & CSOs)**

1. Provide Resources
2. Support to training programmes and activities
3. Provide Resource persons

# CHAPTER 5: MONITORING, EVALUATION AND REPORTING

# 5.1 Introduction

The Ministry of Education through the State Department for Vocational and Technical Training shall ensure strategic control of implementation of CTVET through establishment of control systems. The control systems will consist of established standards and methods of measuring performance based on strategies and principles of CTVET. For effective monitoring and coordination of the Policy, the State Department in charge of TVET will develop a monitoring and evaluation framework for measuring achievements on implementation of the CTVET Policy through carrying out regular monitoring on implementation of C-TVET policy with the aim of identifying gaps and addressing them for purposes of improving the system. The TI- Industry M&E is an integral part of CTVET. Monitoring will be done to determine the extent to which objectives of the programme and the policy are met.

Monitoring, evaluation and audit assessment shall be undertaken in accordance with the monitoring framework which shall provide indicators, time frames, costing and financial implications. Quarterly reports, annual reports and mid-year reports will be used to assess progress and initiate learning and corrective measures.

# 5.2 Monitoring

To implement this;

1. A Monitoring Evaluation Accountability and Learning framework (MEAL) for CTVET will be developed.

It shall be done through the following activities Development of joint MEAL working tools, sector activities:

1. develop a monitoring and evaluation framework
2. Establish a baseline on CTVET
3. Conduct monitoring continuously

2. Regular monitoring and evaluation for CTVET

Implementation will be scheduled with clearly defined indicators. This will be undertaken at different levels by different committees at the various institutional levels.

# 5.3 Evaluation

The CTVET will be evaluated annually against set benchmarks ingrained in the curriculum and defined indicators. Such benchmarks will include curriculum audits and reviews as determined by relevant frameworks.

# 5.4 Risk Management

Risk management shall be integrated in all aspects of C-TVET implementation in order to minimise the effect of risks and take advantage of any available opportunities. Risk management shall be done in line with the public sector risk management guidelines issued by The National Treasury and Planning. The State Department in charge TVET shall manage risks associated with C-TVET Policy implementation while participating institutions and industry shall manage risks associated with C-TVET implementation. The following are some of the risks that could potentially affect implementation of CTVET together with their associated mitigation measures:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/No.** | **Risk Type** | **Identified Risk** | **Level of Risk** | **Impact** | **Mitigation Measures** | **Assumption** |
| 1. | Financial | Limited financial resources to support C-TVET | High | High | Develop resource mobilisation strategy  Develop DUC  Lobby for more resources from exchequer | continued financing by Government and stakeholders |
| 2. | Strategic | Change in government priorities | Medium | High | Align with new policies/ priorities | TVET continues to be prioritised based on its significance in Employment creation |
| Poor perception of C-TVET | Low | Low | Rebranding and advocacy | Attitude change towards TVET |
| 3. | Technological | Utilisation of obsolete technology in training | Low | High | Benchmarking with industry and Industry participation | Industry will fill gaps to provide latest technology |
| 4. | Legal | Lack of supporting legal framework | High | High | Lobby for legislation  Ride on existing laws | Existing legal framework can support. New policies will be developed early enough |
| 5. | Human resource | Low capacity to implement CTVET programmes | Moderate | High | Capacity building | Existing capacity can initiate the programme as capacity is gradually augmented |

# 5.5 Reporting Policy Action

Reports shall be generated by committees based on tasks assigned and also on monitoring activities undertaken. Action arising out of the reports shall be implemented by relevant committees and stakeholders based on their roles and functions. Timeframe for reporting shall be as established in the MEAL.

# 5.6 Review of the Policy

The CTVET Policy was developed through a consultative process while giving cognizance to the dynamic nature of issues of cooperative training. Consequently, the CTVET Policy shall be reviewed as need arises to take into account emerging industry trends and other institutional issues so as to remain relevant to the dynamics of the labour market and globalisation. The Policy shall be reviewed after five years or as and when need arises and will involve a consultative approach by relevant stakeholders.

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