



**DEPARTMENT OF EDUCATION ,TRAINING AND
DEVOLUTION**

**COUNTY POLICY FOR VOCATIONAL EDUCATION
AND TRAINING**

2020



Revised 2026

FOREWORD

The County Government of Nyeri recognizes its youth as the greatest resource to the nation. This recognition has been demonstrated through the development of policies and regulations on youth development as well as investment in programs to support young entrepreneurs; and ensure massive expansion of the education and training system.

The most critical and strategic investment that the County Government has made in youth is the adoption of the TVET Act of 2013 that was broadly aimed at streamlining the sector. The government has also increased the budget allocation for the VTCs witnessing a significant growth of the institutions in terms of enrolment, infrastructure and equipment.

The provision of VET enhances the well-being of the graduates, for productivity and competitiveness in a market economy and there is an urgent need to provide a coordinated approach to promoting access, equity, quality and relevant training in Vocational Training Centres.

The development of this policy has been necessitated by the ongoing restructuring in the education and training sector that requires programmes to correspond to aspirations of Kenya Vision 2030. The fourth MTP focuses on implementing strategic interventions aimed at driving our economy towards a sustainable growth path in line with its theme of ***“Accelerating socio-economic transformation to a more competitive, inclusive and resilient economy.”*** The County government therefore aims at imparting hands-on skills to the youth in accordance with the changing and developing environment to empower the youth to realize their full potential to drive the attainment of development objectives set out in Vision (2030); and international commitments that include African Union Agenda (2063), United Nations Strategy for the Youth (2014) and SDGs (2030).

This policy therefore is geared towards aligning Vocational Education and Training (VET) with the devolved structure and the new Government policies guiding Education and Training in the country. The County government of Nyeri is keen to revitalize and rehabilitate VTCs in order to increase access and equity to all persons, offer quality and relevant education and training to the youth for gainful employment.

The policy takes cognizance of the reality that the youth are faced with many challenges that affect their economic growth and progression. The VTCs have challenges that inhibit them from providing quality education and training to the trainees. Some of these challenges include: poor and inadequate physical infrastructure; inadequate equipment, tools and training materials; lack of access to ICT among others.

Sessional Paper Number 14 of 2012, section 17.2 (v) provides for revitalization of Vocational Training Centre (VTC) programs for lateral and vertical mobility of trainees from TVET system to university. The Kenya National Qualifications Framework (KNQF) has provided pathways to enable this mobility in the education system. Once Nyeri county VTCs are fully mainstreamed into the TVET system, and subscribe to Competency Based Training (CBT). Graduates shall have a flexible entry and re-entry for continuous professional improvement and or exit to the world of work once they acquire the desired skills.

The policy identifies key policy thematic areas that include: Quality and Relevance; Access, Equity and Inclusivity; Financing and Resource mobilization; Governance and Accountability; Information and Communication Technology; and Cross cutting and emerging issues. For each key policy area, a goal and strategies have been highlighted. Also, it provides for the VTC organizational structure. The County Government remains committed to all efforts directed at the realization of the youth potential in nation building in line with the constitution, all regional and international conventions and charters signed relating to the youth.

A handwritten signature in black ink, appearing to read 'Macharia', with a stylized flourish at the end.

Hon. Margaret W. Macharia

CECM -Department of Education Training and Devolution.

PREFACE AND ACKNOWLEDGEMENT

The County Vocational Education and Training (VET) Policy has been developed to solve pressing issues within the educational system, aiming to equip young people and the workforce with skills aligned to the modern labour market. This policy addresses the significant skills gap, a major factor behind many graduates being unprepared for employment despite high demand in various sectors for skilled personnel. Its core objective is to create an accessible, high-quality vocational education framework that is responsive to the current and future needs of industries.

The policy promotes a collaborative approach among vocational training centers (VTCs), industries, and government agencies to foster an environment where trainees gain practical, job ready skills. It sets out to fill existing gaps by creating a cohesive strategy that aligns educational institutions and industry requirements, ensuring that graduates enter the workforce well-prepared and capable.

The development of this policy followed a comprehensive, evidence-based approach, engaging diverse stakeholders throughout multiple stages of research, drafting, consultation, and validation. This participatory process ensured the policy was informed by varied perspectives, helping to create a framework that responds to real-world challenges in vocational training. Key stakeholders, including representatives from the vocational training institutions, industry experts, private sector representatives, and community leaders among others, played critical roles in shaping the policy's objectives and strategies. Their collective input ensured the policy meets various expectations while supporting a unified County vision for vocational training.

The Department of Education extends its gratitude to everyone who contributed to the policy's development. The contributions of educators, industry stakeholders, and public and private sector representatives were instrumental in forming a policy that seeks to make meaningful advancements in vocational education, addressing the skills gap and enhancing employment opportunities.

A handwritten signature in black ink, appearing to read 'Benard Kiama', with a stylized flourish at the end.

Benard Kiama,
Chief Officer- Department of Education, Training and Devolution

ABBREVIATIONS AND ACRONYMS

AI -	Artificial Intelligence
ASALs -	Arid and Semi-Arid Lands
BOG -	Board of Governors
CBET -	Competency-Based Education and Training
Cedefop -	European Centre for the Development of Vocational Training
CDACC -	Curriculum Development Assessment and Certification Council
CECM -	County Executive Committee Member
CEC -	County Executive Committee
CPD -	Continuous Professional Development
ECDE -	Early Childhood Development Education
FBOs -	Faith-Based Organizations
ICT -	Information and Communication Technology
IGAs -	Income Generating Activities
KNEC -	Kenya National Examinations Council
KNQF -	Kenya National Qualifications Framework
KUCCPS -	Kenya Universities and Colleges Central Placement Service
MDAs -	Ministries, Departments, and Agencies
MEL -	Monitoring, Evaluation, and Learning
MIS -	Management Information System
MSMEs -	Micro, Small, and Medium Enterprises
NGOs -	Non-Governmental Organizations
NITA -	National Industrial Training Authority
NQF -	National Qualifications Framework
NVETA -	National Vocational Education and Training Authority
NVEF -	National Vocational Education Fund
OSH -	Occupational Safety and Health
PPPs -	Public-Private Partnerships
PWD -	Persons with Disabilities
RPL -	Recognition of Prior Learning
SDG -	Sustainable Development Goal
SRC -	Salaries and Remuneration Commission
ST&I -	Science, Technology, and Innovation
TVET -	Technical and Vocational Education and Training
TVETA -	Technical and Vocational Education and Training Authority
UNESCO -	United Nations Educational, Scientific and Cultural Organization
VET -	Vocational Education and Training
VTC -	Vocational Training Centre

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CHAPTER ONE: INTRODUCTION

This chapter presents the background information, Problem Statement, rationale, Policy Goal and objectives, guiding principles, scope and structure of the policy.

1.1 Background

The Constitution of Kenya in article 53 gives every child the right to free and compulsory basic education. Additionally, articles 54, 55, and 56 affirm the right to create equal opportunities for the Youth, Persons with disabilities, the Minorities, and marginalized groups. This constitutional requirement mandates the County Government to offer opportunities to these groups to access quality VET and acquire related skills needed in the labour market.

The UNESCO Strategy for TVET (2022-2029) identifies TVET as the intersection of education and the world of work and is expected to facilitate the participation of young people and adults into the labor market and their career progression. The strategy is expected to contribute towards the realization of Sustainable Development Goal (SDG) no 4 which aims to ensure inclusive and equitable quality education and to promote lifelong opportunities for all.

The Kenyan constitution 2010 mandates the National government to develop policies and standards that guide the VTCs in offering vocational training. This policy is therefore aligned with the national policy for TVET.

1.2 Education and Training System in Kenya

Kenya's education and training system is governed through a centralized framework designed to ensure effective policy implementation, oversight, and support. The system is divided into four sectors: Basic education, University, TVET & Industrial/Skills. Each sector is regulated by an authorized sector regulatory body to enhance coherence, transparency, supporting lifelong learning and the quality of qualifications.

1.3 Vocational Education and Training (VET) in Nyeri County

Vocational Education and Training (VET) which is also commonly referred to as Vocational Education (VET) refers to education and training through formal, non-formal and informal learning that provides knowledge and skills for employment (UNESCO, 2015). VET provides training in technologies and practical sciences that relate to the various sectors of economic and social life. Vocational education

and training thus prepare people to work as technicians, tradesmen or as artisans in various fields of specializations.

According to UNESCO, vocational education training (VET) is a type of education that aims to equip trainees with skills, knowledge, and competencies needed for a specific trade or occupation. The European Centre for the Development of Vocational Training (Cedefop) defines vocational education and training (VET) as a system that prepares young people for the labor market and provides opportunities for further learning.

A successful skills training and development program is an integral part of a dynamic workforce and is a prerequisite for economic and social development of a country. Vocational education and training (VET) can be broadly interpreted as the development of ways of learning and the acquisition of attitudes that facilitate success at the workplace. The aim is to contribute to equity and access to training and social responsibility by stimulating competitiveness and entrepreneurship to realize life-long learning concepts. VET plays an important role in supplying skills requisite for improved workers' productivity, economic competitiveness, occupational integration, raising income levels and expanding opportunities for employment.

Vocational Education and Training (VET) in Kenya has two major roles: to provide training opportunities to the increasing number of school leavers to acquire skills and advance their careers; and to ensure adequate supply of skilled labour needed in various sectors and at various levels of the economy. Vocational Education and Training in Kenya is mainly offered in Vocational Training Centres that include Youth Polytechnics, Village Polytechnics and Home Craft Centres. These centers offer courses up to artisan level certificates in various trade areas. Popular trades offered at these institutions include Hairdressing and Beauty Therapy, Welding and Fabrication, Masonry, Plumbing, Electrical Installation, Carpentry and Joinery among others. The courses are modeled along the CBET curriculum framework with practical training sessions taking the bulk of the training time. Presently, assessments for these courses are carried out by either KNEC or NITA depending on the preference of a particular VTC. In line with the State Department of TVET policy direction on the introduction of CBET courses in all TVET institutions, Nyeri County VTCs are in the process of introducing CDACC courses in their institutions.

The main providers of VET are the Vocational Training Centers (VTCs) . While the main regulatory bodies are TVETA and NITA. The VET starts at level 2 on the National Qualifications Framework. Clear progression routes into higher education allow learners to make the transition from NQF levels 3 and 4. VET in Kenya,

comprises post-secondary non-tertiary and second chance education. However, since 2016, the apprenticeship system has been expanded and includes new programmes which are delivered not only within the education and training sector, but also in Labour market.

Nyeri county has a large and vibrant youth population, with about 75% of the population aged below 35 years. However, many of these young people face challenges in accessing decent and productive employment opportunities that match their skills and aspirations. This can have negative consequences for their well-being, and for the country's social, economic, and political development. Therefore, empowering the youth and creating more opportunities for them is pivotal for Nyeri County's social empowerment and prosperity.

Nyeri youth bulge, or the large percentage of the population that is young, presents both economic opportunities and challenges. However, the economy has not been able to provide the necessary amount of formal and informal employment opportunities.

Vocational training can help address the challenges of the youth bulge by providing young people with skills that are in demand in the labor market. Equipping the youth with quality and relevant skills in VET for self and gainful employment should be a priority for the government towards empowering the youth. This will address issues related to idle youth, drug and substance abuse, crime, youth and underemployment.

1.4 Policy Issue

Before the enactment of the Constitution, Vocational Training Centres were under the Ministry of Youth Affairs and Sports. However, upon the promulgation of Constitution of Kenya 2010, these units were transferred to the county governments for administrative and operational purposes. Vocational Education and Training offered in Vocational Training Centres (VTCs) is a shared function between the National and County governments. Each level of government has specific obligations in the running of these institutions in accordance with schedule 4 of the Constitution. The National government is responsible for the development of Education Policy and Standards, Curricula and Examinations in addition to capacity building and technical assistance to the County Governments. On their part, the County Governments are responsible for funding and running of the VTCs.

The VTC sector in Kenya has experienced moderate growth over the last 40 years. The sector continues to produce the needed middle-level human resource for the county and national economy. At the current rate of population growth, it is

estimated that by 2030, Kenya will be having a population of 60 million. At this point then, for industrial take-off, the country should have some engineers and engineering technologists. This means that then the economy will require at least engineers, engineering technologists, engineering technicians, and tradespersons.

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

Despite past investments in Kenya's VET sub-sector, many school leavers fail to access VET, or if they do, acquire low quality training and the skills acquired fail to facilitate them from becoming self-reliant and productive in the absence of wage employment. However, The VET sub-sector currently faces many challenges which hinder effective delivery of service for deserving youth. Most VTCs are ill-prepared for training as their physical facilities are run down and equipment is inadequate, obsolete, or not working. VTCs lack enough workshops, and adequate modern tools and equipment leading to some of these institutions churning out graduates with limited practical skills. This has resulted in a mismatch between training programmes offered by the VTCs and the demands of the labour market; hence many VTCs graduates cannot find employment in the formal sector of the economy because they lack adequate, relevant skills, or be self-employed because they lack entrepreneurial skills.

Currently there is a very limited financial investment, management, support, and presence of most county governments in the VTC sector as compared to other sectors of education and training, for example ECDE sector. This has been compounded by a lack of clear VTC policy that was manifested in the frequent changes of the VTC's parent ministries before devolution.

Most trainees enrolled in Vocational Training Centers (VTCs) come from low-income backgrounds and are unable to afford tuition fees. Charging fees has therefore been a major barrier to access for many prospective trainees. To address this challenge, the county government has put coordinated efforts to make VET more affordable by increasing tuition support and providing grants to these institutions. Unlike other TVET institutions managed by the National Government, VTCs have not received adequate support to access educational loans for their trainees from the national government .

Counties are mandated with governance and management of VTCs including: hiring of trainers, the provision of physical infrastructures like classrooms, offices,

workshops and equipment, county policy development, formation of VTC boards of governors, providing tuition support and grants. VTCs have long suffered from neglect and inadequate funding. Lack of a National Policy hinders counties in developing systems in VTCs including expansion, staffing, enrolment, leadership and management, ICT integration, equipping of VTCs and quality assurance standards, among others. The shortage of adequately trained and remunerated trainers undermines the quality of education provided. Most VTCs are grappling with a shortage of trainers for their programmes brought by the fact that qualified trainers shun VTCs because of low remuneration and poor terms of service.

Most Vocational Training Centers (VTCs) are affected by a negative perception, often being seen as institutions for academic underachievers or school dropouts. This stigma has contributed to low enrollment levels, which in turn have led to the closure of some VTCs due to low trainee numbers. In addition, inadequate funding, deteriorating infrastructure, inadequate equipment and a shortage of qualified trainers affects the quality of training.

Nyeri County has 27 VTCs which are in operation ,12 VTCs have been closed due to low enrolment.

Addressing these challenges is crucial to enhancing the role of VTCs in equipping individuals with vocational skills for workforce integration. The vocational education policy aims at guiding future development of vocational education and training in the county. The Ministry of Education acknowledges the need to focus attention on a training system which is distinct from general education and which should be accorded significant priority given the importance of skills training in the achievement of the Country's development objectives. The Nyeri County Policy on Vocational Education and Training, therefore, provides clear direction for future development of vocational education and training.

1.5 Rationale for the Policy

Kenya's Vision 2030 identifies skills and competencies required by Kenya in its quest to accelerate and sustain economic growth for better quality of life. To meet the skills needed, the county government is committed to implementing reforms in the VET sub-sector to ensure that relevant, high quality and accessible programmes are offered.

Vocational and technical education and training are important for a country's sustainable human capital and economic development. The County Government has demonstrated its commitment towards vocational training through a number of initiatives with many milestones being realized. However, for Kenya's Vocational Education and Training (VET) system to play these roles, it needs to be reformed.

Currently, the system faces a number of challenges, including lack of a unified policy to guide vocational training. Lack of a policy has resulted in significant deficiencies in the provision of vocational training and skills development opportunities for the youth. Additionally, the absence of a coherent policy framework has led to disjointed efforts in effective planning, resource mobilization, and utilization between the national and county governments. This has hindered the achievement of harmonized vocational training standards and the optimal utilization of available resources. Consequently, there is a lack of adequately skilled labor among the youth population, contributing to social wastage and exacerbating unemployment and underemployment rates.

The current delivery of vocational training is fragmented, with significant variations in quality across institutions. This is further worsened by inadequate recruitment, insufficient training, and understaffing in many Vocational Training Centres (VTCs). This makes it difficult to provide consistent and high-quality education. Curriculum implementation is also a major challenge due to poor coordination and the use of outdated curricula that do not align with current economic demands. Additionally, many trainers lack the necessary qualifications, partly because there is no clear policy on trainers training. Despite its recognized importance in national development, vocational education continues to be underfunded and under-resourced; limiting its potential impact.

The aggregate skills mismatch, limited access, compromised quality, funding constraints, stigma, and perception by the society deserve immediate remedy. Thus, there is a need for the development and implementation of a policy on vocational education and training to address these pressing issues and ensure the effective coordination, cooperation, and enhancement of vocational training in Nyeri county. This policy is expected to build on past achievements and provide the blueprint for future development of vocational education and training.

The Policy Framework on Vocational Education and Training (VET) provides the general framework for the formulation of a policy to guide future development of vocational education and training in the county. The Policy reiterates the need to focus attention on a training system which is distinct from VTCs and home-craft centers which should be accorded significant priority given the importance of skills training in the achievement of Kenya's development objectives. The Policy Framework on Vocational Education and Training, therefore, provides clear direction for the future skills development training in Kenya. Employment creation, productivity improvement and overall human resource capacity building will be major challenges in county's efforts to achieve economic competitiveness and sustained development. The role of training and skills development in meeting these challenges cannot be overemphasized.

1.6 Policy Goal and Objectives

The current state of VET and the proposed direction for its future development, require that the policy comes up with clear and achievable goals, objectives, and strategies which will form the basis of an integrated system. It also proposes mechanisms for an effective coordination of the training system and implementation of the Policy.

1.6.1 Goal

The goal of this policy is to provide a framework for achieving a harmonized and coordinated approach to vocational education and training.

1.6.2 Objectives

The specific objectives of the county vocational education and training policy are:

- i. Establish mechanisms for the effective coordination of the vocational training centres .
- ii. Streamline vocational training curricula to ensure consistent and high quality skill development across VTCs.
- iii. Facilitate the harmonization of vocational training efforts to optimize resource allocation and utilization.

Enhance cooperation and collaboration between relevant stakeholders to foster a conducive environment for vocational training and skills development.

- v. Reduce social wastage by providing structured vocational training opportunities for out of-school youth, thereby improving their employability and socio-economic prospects.
- vi. Strengthen recruitment, training, and staffing mechanisms in VTCs to ensure the availability of competent trainers and support staff.
- vii. Achieve equity in the provision of vocational education and training.

1.7 Scope of the policy

The Vocational Education and Training policy lays down the broad framework within which vocational education training activities in the county are carried out. The scope of the policy applies to Nyeri county. Other stakeholders include Private and Public VET providers, employers, industry, private sector, workers unions, Trainees of all age groups including people with special needs, Ministries, Departments and Agencies (MDAs), Development Partners, Media, Parents among others.

1.8 Structure of the policy document

The policy document serves as the vehicle for communicating the policy to relevant stakeholders and contains the following: (1) background, (2) situation analysis, (3) policy statement, (4) framework for implementation of policy, (5) monitoring, evaluation, and learning (6) public policy review intervals.

CHAPTER TWO: SITUATION ANALYSIS

This section describes the current status of the vocational education and training that the policy is seeking to resolve and the review of the trends thereof. The chapter also examines the other existing policies, legal and institutional frameworks, and their sufficiency in addressing the VET issues while drawing the gaps that exist. Further, it presents the review of regional and international frameworks on the policy issues.

2.1 Quality and Relevance

Quality in VET is an aggregate of the level of compliance with set standards in terms of training programmes, examinations/assessments, training facilities, tools, equipment and materials, technologies, school wellness, trainee welfare, institutional leadership, management and staff. These indicators are the basis for setting standards, accreditation, monitoring and evaluation. Relevance in training refers to the degree to which the content, skills, and experiences provided are applicable and beneficial to trainees' personal, professional, and social contexts. It encompasses:

Real-World Application: Ensuring that what is taught can directly be applied in practical situations, whether in the workplace or daily life.

Alignment with Goals: Tailoring educational programs to meet the specific needs and aspirations of trainees, such as career objectives or personal interests.

Current Knowledge and Skills: Incorporating up-to-date information and skills that are in demand in the job market, ensuring learners are well-prepared for future opportunities. **Cultural and Social Context:** Acknowledging and integrating diverse perspectives and experiences to make learning more inclusive and relatable.

Engagement: Creating a learning environment that motivates and attracts trainees, making the material feel relevant to their lives.

Overall, relevance in training is crucial for fostering motivation, retention, and the effective application of knowledge and skills. Relevant competencies (knowledge, skills and attitude) are ideally described in occupational standards used to develop curricula to meet the expectations of trainees, employers and the nation. Lack of relevant curricula leads to unemployment of VET graduates.

The quality and relevance of Vocational Education and Training (VET) in Nyeri face several critical challenges. These include inadequate modern tools and equipment necessary for effective practical training, a shortage of qualified and

competent trainers with sufficient industry experience, outdated curricula that are not aligned with evolving industry needs, weak linkages between training institutions and industry, low adherence to established standards and guidelines, inadequate monitoring & evaluation systems and low completion rates among trainees. The quality and relevance of Vocational Education and Training (VET) in Nyeri county will be shaped by a comprehensive set of policy, legal, and institutional frameworks. These frameworks provide guidance, set standards and ensure alignment with national and regional priorities.

The Constitution of Kenya, 2010, recognizes education as a basic right and forms the basis for VET governance. Complementing this is the *Technical and Vocational Education and Training Act of 2013 (CAP. 210A)*, which provides a legal framework specifically for technical and vocational education. This defines the roles of various stakeholders and sets the scope for VET institutions. Building upon this, the *Technical and Vocational Education and Training Regulations of 2015* offer further regulatory details, establishing procedural standards for operational practices within VET institutions.

Supporting these foundational laws there are several standards and guidelines tailored to ensure that VET programs are aligned with industry needs and international best practices. Key among these are the *Competence-Based Education, Training, and Assessment (CBETA) 2023* framework, which prioritizes skill-based learning, and the *Recognition of Prior Learning (RPL) 2023* guideline, which allows informal and experiential learning to be formally recognized. The *Trainers Qualification Framework (TQF) 2019* sets qualifications for trainers, ensuring that they possess the skills required to deliver high-quality training. Additionally, the *Open, Distance, and E-Learning (ODEL) Requirements and Guidelines 2023* support flexible learning pathways, a critical adaptation in modern education systems. To uphold excellence in program delivery, the *Centre of Excellence Requirements and Guidelines 2023* establish criteria for institutions aspiring to achieve top-tier status.

Moreover, standards like the *CBET Assessment Centre Standards 2022* and *Competency-Based Assessment (CBA) Tools Standard 2022*, provide structured approaches to evaluating learners' competencies, ensuring consistency across assessment methods. Additionally, the *Recognition and Equation of TVET Qualifications Standard 2023* promotes the equivalency of Kenyan VET qualifications with international standards, while the *Industrial Attachment Standard 2023* emphasizes the importance of hands-on, industry-aligned experience for trainees.

The *TVET Accreditation Handbook, 2023* consolidates these quality assurance frameworks, serving as a practical guide for institutions aiming to meet accreditation requirements. The *Kenya National Qualifications Framework Act, 2014 (CAP. 214)* further underlines the need for standardized qualifications across all levels of education, linking VET credentials with broader educational outcomes.

In alignment with national priorities, the *Industrial Training Act, 2012 (CAP. 237)* outlines procedures for industrial skills training, underscoring the importance of workplace relevance in VET programs. Additionally, *The Intergovernmental Relations Act, 2012* specifies the roles of national and county governments, ensuring cohesive governance across jurisdictions. The *National Education Sector Strategic Plan (NESSP) 2018 - 2022* identifies specific targets for the VET sector, linking it to broader educational and economic goals.

At the regional level, the *East African Community Common Market Protocol* facilitates the mobility of labor, which encourages harmonization in skills training across member states, promoting the compatibility of Kenya's VET graduates within the regional job market. Together, these legal and regulatory frameworks ensure that VET in Kenya is responsive, standardized, and of high quality, equipping learners with industry-relevant skills that align with both national and regional workforce demands.

The distribution of functions between the National Government and the County Governments is provided for in the Fourth Schedule of the Constitution. Therein, the National Government is in charge of Education policy, standards, curricula, examinations and assessment while the County Governments are responsible for Pre-primary education, village polytechnics (referred to as Vocational Training Centres), homecraft centres and childcare facilities.

The TVET Act 2013 CAP. 210A provides for: the establishment of a technical and vocational education and training system; the governance and management of institutions offering technical and vocational education and training, coordinated assessment, examination and certification; institute a mechanism for promoting access and equity in training and assures standards, quality and relevance.

The TVET Act CAP. 210A established the Technical and Vocational Education and Training Authority (TVETA) which develops standards; accredits institutions, programmes and trainers; and undertakes continuous monitoring and evaluation in liaison with County Governments and professional regulators. The Quality and relevance of VET is guided by mandatory standards set by TVETA and other agencies in charge of TVET. The existing TVET Act No. 29 of 2013 and TVET Regulations 2015 do not adequately address the needs of the VET sub-sector in

terms of standards, quality and relevance in training. Whereas the Act provides four categories of TVET institutions, limited emphasis is placed on Vocational Training Centres.

The Kenya National Qualifications Framework (KNQF) ACT 2014 is designed to ensure the quality and relevance of VET institutions in Kenya. It is tasked with the responsibilities to align the curriculum with labour market needs, standardize qualifications and promote lifelong learning. Further, The Ministry of Education (MOE) as an institutional framework plays a very important role in ensuring the quality and relevance of VET institutions. It is mandated with policy development, curriculum design and oversight of the VET institutions. Nevertheless, these policy, legal, and institutional frameworks have gaps that impact the quality and relevance of VET institutions, which this policy aims to address. These include inconsistencies in curriculum alignment with industry needs, insufficient resource allocation, a shortage of qualified and competent trainers and weak M&E mechanisms.

According to the TVET Accreditation Handbook, every TVET institution shall provide appropriate and adequate facilities to cater for the number of programs on offer and trainees' enrolment in accordance with the curriculum requirements. The TVET Regulations 2015 provide that an institution shall provide adequately equipped workshops or laboratories, as required by the curriculum offered. Available data on the state of tools and equipment in Nyeri VTCs indicate that some VTCs are struggling to offer quality training due to lack of basic equipment. Most VTCs have inadequate and obsolete training equipment. The lack of modern training tools and equipment in most VTCs is hampering the quality and relevance of training. The institutions require modern tools and equipment in order to offer training that is relevant to industry needs. The County Government in collaboration with other stakeholders will invest in adequate modern tools and equipment to ensure training meets local and international standards.

2.1.2 Human Resource Capacity/Professional Development/Human Capital

Kenya 's Vocational Education and Training (VET) sub-sector has posted tremendous growth in the recent past. A report from the 47 County Governments has revealed that in the period between 2018 to 2022, VET has registered an increase in the total number of VTC centres and VTC trainers by 12.25% and 19.14% respectively. However, challenges in human resource capacity and professional development have limited its effectiveness in meeting the demands of the job market. The National TVET Blueprint (2021-2025) noted significant shortages in the number of trainers required as well as the capacity of trainers and

managerial staff in affecting training delivery. Other studies have also corroborated that gaps exist in areas like risk management, quality assurance, financial management and governance, and up to date technical and teaching skills (Republic of Kenya, 2016; Mwancha & Tarno, 2023). Therefore, to ensure quality and relevance in the VET programmes, there is a need for the county government to invest more in human resources.

Training needs for VET human resources in the county are diverse and dynamic, requiring both preservice and in-service or Continuous Professional Development (CPD) in order to equip them with requisite skills for effective implementation of VET programmes. The training should include Pedagogical Skills such as CBET methodologies, CBET curriculum development, and Competency-Based Assessment techniques, with emphasis on practical, hands-on instructional strategies to support CBET implementation as well as leadership and management training for the VET managers. In addition, VET human resources are reported to lack proficiencies in the use of modern technologies, machinery, digital tools and soft skills relevant to their fields of instruction. These skills are prerequisite to meeting the evolving needs of the job market, hence very crucial.

In-Service /CPD training needs for VET trainers and managers/principals include continuous capacity building to stay updated on new digital tools and techniques, leadership and management skills, research and innovation and industry collaboration skills. Addressing these gaps will align with Kenya's Vision 2030 and the goals of the TVET Act, 2013, both of which emphasize the critical role of human capital in achieving a competitive, industrialized economy,

The existing scheme of service for VET personnel was developed in 2012; however, it has been fully implemented in Nyeri County. The CBET Trainers Qualification Framework Standard and Guidelines of 2019 requires all VTC Trainers to possess at least Craft Certificate in the relevant technical and vocational training area plus pedagogical training while the entry grade in the existing scheme of service is Diploma in the relevant technical and vocational training area.

2.1.3 Curriculum Alignment

The National TVET Blueprint 2021-2025 indicates that a significant number of CBET curricula have already been developed. The process of developing new curricula and updating existing curricula should be continuous to cater for various levels offered in VET institutions. Currently, most of these institutions are yet to implement this curriculum due its requirements on human and physical resources. The CBET curricula raises new requirements regarding infrastructure of VET

institutions and the competences of trainers. This calls for significant investment to ensure successful implementation.

The County Government will work closely with key stakeholders to ensure that TVET curricula meets labour market demands and provides relevant, high-quality skills that enhance graduate employability and workforce adaptability in an evolving global economy. This collaboration will focus on comprehensive development and implementation of Competency-Based Education and Training (CBET) curricula within VET.

2.1.4 Industrial Linkages

Effective linkages with industry are crucial for VET programs as they expose trainees to workplace environments and help institutions stay updated with industry needs. While there are internships and partnerships with some industries, these partnerships are not widespread or standardized. Small and Medium-Sized Enterprises (SMEs) which make up a large portion of Kenya's employment sector often lack the resources to offer structured internship programs. Additionally, limited communication and cooperation between VTCs and industries create missed opportunities for synergy.

2.1.5 Recognized Qualifications.

Currently, there exists a National Qualifications Framework that harmonizes certification across the whole education and training spectrum. County VTCs will implement training programmes leading to qualifications that fit in the framework. This will ensure that qualifications from VTCs are credible and recognized thereby enhancing the quality of training and employability of graduates. In Article 102 of the EAC Treaty, Partner States commit to cooperate in education and human resource development. Further, Countries in Eastern Africa including Ethiopia, Kenya and Tanzania have adopted the Regional TVET Qualifications Framework. In the spirit of the EAC Common Market Protocol that provides for mobility of labor, VET graduates in Nyeri County will hold qualifications that align with the KNQF, Regional TVET Qualifications Framework and eventually the African Continental Qualifications Framework (ACQF).

2.1.6 Quality Assurance and Standards

Quality Assurance refers to the procedures, processes and systems used to guarantee and continuously improve the training standards of a VET institution. It involves both internal and external quality management based on the developed standards, regulations and guidelines for VET providers.

The National TVET Blueprint 2021-2025 indicates that TVETA, KNQA and other agencies have developed a comprehensive framework of quality assurance mechanisms, guidelines and procedures based on the provisions of the TVET Act of 2013. Section 38 of the TVET Act CAP 210A requires that every institution shall establish, implement and manage credible quality assurance systems. The TVET Quality Management System and Assurance Manual provides the following quality audit criteria:

- Leadership, governance and management
- Physical facilities
- Human resources
- Training delivery
- Programme evaluation
- Trainee support, and;
- Research, innovation and cooperation.

The County Government of Nyeri will use the above quality audit criteria to assess the institutions.

2.1.7 Monitoring, Evaluation and Learning (MEAL)

Effective Monitoring, Evaluation and Learning practices are vital for VET institutions to understand and respond to labour market needs, trainees' outcomes, and overall programme effectiveness. Many VTCs lack systems for tracking key indicators, such as graduate employment rates, employer satisfaction, and curriculum efficacy. Additionally, many institutions lack the technology and trained personnel needed for consistent, data-driven evaluations. Without reliable data, it is difficult to assess the relevance and impact of training programmes in the VTCs. This limits the ability of institutions to improve their programmes to align with market demands. Implementing effective MEAL Systems would enable the sector to make evidence-based decisions.

2.2 Access, Equity and Inclusivity

The Kenyan government, through Vision 2030 and its alignment with Sustainable Development Goals (SDGs), is actively promoting inclusive education. However, challenges persist, including limited infrastructure, insufficient funding and inadequate training resources. These factors hinder equitable access to VTCs for marginalized groups, females. Addressing these issues is essential for the effective implementation of inclusive policies that will support economic growth through skilled labor development.

Nyeri county has 27 public vocational training centers. There has been a positive trend in trainee enrolments in the VTCs due to the government's emphasis on technical skills. However, male enrollment often surpasses female enrollment due to cultural and economic barriers that still exist for women. Recent data indicates a disparity with roughly 60% male to 40% female enrollment in VTCs. This imbalance reflects the broader challenges facing gender equity in technical education across Kenya.

Generally, vocational training centers have been faced with financial constraints due to inadequate funding which affects their ability to provide modern facilities, up-to-date equipment, and quality training materials. This results in many VTCs maintaining unattractive dilapidated, inadequate infrastructure, outdated tools and equipment and shortage of training personnel. These conditions negatively affect perception about VTCs thus limiting access.

There are approximately 0.50 % PWDs enrollment in VTCs despite policies to ensure access for all. The infrastructure in many VTCs is lacking with most institutions inadequately equipped to cater to PWDs, thus limiting their access to vocational training. The gap calls for improved funding and policy enforcement to ensure disability-friendly facilities across all VTCs.

Despite the county's economic potential, there is a mismatch between the skills acquired by graduates from Vocational Training Centers and labor market needs. Approximately 40-50% of VTC graduates face a skills mismatch, where the skills acquired during training do not align well with the needs of various industries. Factors contributing to skills mismatch include outdated curricula that do not adapt quickly enough to industry trends, inadequate training infrastructure and limited engagement with industry experts. Additionally, lack of career guidance contributes to mismatch as students are not fully aware of the current job market dynamics and opportunities in the market. This often leads to high dropout rates and underemployment among VTC graduates.

Therefore, there is a need to implement targeted strategies focusing on equitable resource distribution, gender-specific support and provision of disability friendly facilities and services in vocational training centers. This will improve access, equity, and inclusivity to fulfill Kenya's development goals.

2.3 Financing and Resource Mobilization

Vocational Education and Training (VET) financing involves diverse actors, including governments, development partners, private sector, and non-

governmental organizations (NGOs). The County prioritize VET to address youth unemployment and skill gaps. Different funding mechanisms and tools are used to finance VET. Some of these fundings models include but are not limited to public sector funding, employer-sponsored programs, income share agreements, tax incentives and credits, public-private partnerships (PPPs) and scholarship programs.

Before 2013 VTCs benefitted from capitation grants disbursed directly to institutions by Ministry of Youth Affairs. Between 2013 and 2021 the Ministry of Education provided subsidized VTC Conditional grant through the County Government. From 2021, the National Government policy converted conditional grants to equitable shares.

Table 1: Budgetary allocation to VTCs by County Government since FY2022/2023

S/NO	ITEM	2022/2023	2023/2024	2024/2025
1	RECURRENT	1,000,000	1,263,714	3,488,714
2	DEVELOPMENT	22,500,000	29,913,878	30,315,417

2.4 Governance and Accountability

The last five years have seen gradual, yet significant, developments in the governance and accountability landscape within the VET sector. These changes aim to address long-standing challenges related to transparency, institutional leadership and regulatory oversight.

2.4.1 Management

The TVET Act No. 29 of 2013, along with sectoral policies, has provided guidelines for VET governance, emphasizing the need for clear roles and responsibilities for Boards of Governors (BOG), Vocational Training Centre (VTC) principals/managers as the VTC Chief Executive Officers (CEOs) and County Executive Committee Members (CECMs) in charge of VET.

2.4.2 Boards of Governors (BoGs)

BOGs have a pivotal role in institutional governance, acting as the decision-making and accountability bodies within VET institutions. There have been initiatives to enhance their capacity through governance training programs focused on strategic planning, financial oversight and institutional management. The CECM oversees BoG nominations, appointments and inaugurations.

The effectiveness of BoGs varies greatly across institutions due to differing levels of expertise, commitment, education, professional qualifications, political interference and capacity.

The absence of a performance evaluation matrix for BoGs has hampered accountability, as some members lack sufficient training in governance best practices.

2.4.3 Public-Private Partnerships (PPPs) and Industry Collaboration

Public-private partnerships in the period 2018-2026 gained momentum, particularly in trainee funding, trainee placements for attachments and internships - as industry players recognize the importance of skilled labor in their sectors. These partnerships have improved hands-on training opportunities bridging the skills gap in various industries.

The sector faces challenges in creating sustainable partnerships due to inconsistent engagement from private sector players, limited incentives for private investment in VET and occasional mismatch between industry needs and educational outcomes.

2.4.4 Reporting Structure

Reporting frameworks increasingly emphasize compliance with strategic objectives, including financial transparency, student enrollment rates and operational efficiency. The reports should flow from VTC Managers/ Principals, Sub- County VET officers, County's Director VET, County Chief officer in charge of VET, CECM in charge of VET.

2.4.5 Regulatory Oversight and Compliance

Regulatory bodies including TVETA, TVET-CDACC and KNQA have increased efforts to standardize operations and maintain quality across VET institutions, with increased inspections and audit requirements. Compliance monitoring frameworks have been introduced, although the effectiveness varies between counties. Oversight mechanisms face budget constraints, resulting in limited capacity for regular audits and policy enforcement.

2.4.6 Institutional Capacity and Leadership

Leadership development initiatives and governance training for Boards of Governors (BoGs) and CECM have been taking place, focusing on best practices in institutional management and accountability. Capacity-building workshops have been instrumental in improving decisionmaking processes in our institutions. Trainers have been promoted and absorbed into the P&P terms. High turnover

rates and the lack of a standardized scheme of service for VET staff create barriers to continuity and institutional growth. Many institutions struggle with insufficient qualified staff to lead governance improvements effectively, partly due to a lack of clear career progression pathways and competitive remuneration.

2.4.7 Technology Integration and Digital Governance

Some VET institutions have started adopting digital tools to improve administrative efficiency and data management, supporting accountability efforts. ICT infrastructure development, though in the early stages, has been a priority for enhancing governance. Limited access to ICT infrastructure and funding gaps has slowed digital transformation, especially in rural areas. Many institutions lack the technological resources and skilled personnel needed to implement digital governance effectively.

2.4.8 Transparency and Accountability in Financial Management

Increased focus on financial transparency has led to calls for improved budget tracking and reporting mechanisms. Many institutions still lack the financial control systems needed to manage resources effectively. Misallocation of funds, lack of real-time financial tracking, and insufficient oversight mechanisms has hampered financial accountability in some areas.

While the VET sector has made strides toward improving governance and accountability through policy reforms, public-private partnerships, and capacity-building initiatives, significant challenges persist. To sustain progress, the sector requires enhanced regulatory frameworks, greater investment in capacity building, adoption of digital tools, and comprehensive financial management systems. These improvements are essential to building a transparent, accountable, and inclusive governance structure capable of meeting the sector's evolving needs.

2.5 Information and Communication Technology (ICT)

Vocational Education and Training (VET) sector plays a pivotal role in equipping young people with practical skills essential for the job market, particularly in technical fields such as engineering, construction, and ICT. Currently, All VTCs offer training in computer technology as a core unit, some institutions train computer for grade 11 level (NITA)

2.5.1. Status of Digital Transformation and E-Learning in VET

Digital transformation within Nyeri's VET institutions is ongoing but faces considerable hurdles. Efforts to introduce e-learning are often constrained by limited infrastructure and ICT resources.

2.5.2. Ratio of ICT Equipment to Students and Trainers in VET Centers

The ratio of ICT equipment to students in Kenya's VET institutions is significantly below optimal standards, limiting students' ability to engage fully in digital learning. Currently, the average ratio stands at one computer for every 15 students, although in some cases, particularly in rural VET centers, this ratio can rise to one computer per 20 students or higher. Such shortages mean that students have limited hands-on time with ICT equipment, which hinders their ability to develop critical digital skills. The situation is also challenging for trainers, who face an average ratio of one computer per three trainers, limiting their ability to prepare digital content or conduct online sessions effectively. Multimedia equipment like projectors and smart boards is only available in about 10 % of institutions, further reducing the quality and reach of digital learning in the VET sector. For effective e-learning and digital transformation, a more favorable ratio is essential, and this can only be achieved through increased investments in ICT infrastructure.

2.5.3. Internet Connectivity in VET Centers

Internet connectivity remains one of the most significant obstacles to digital transformation in VET sector. Only about 10% of VET institutions currently have stable internet access, with bandwidth that is generally too limited to support a full e-learning program. Even among the connected institutions, average bandwidth ranges between 2 Mbps and 5 Mbps, which can only support around 10-15 concurrent users, making it challenging for large groups of students to access online resources simultaneously.

2.5.4. Number and Proficiency of ICT Trainers in VET Institutions

The limited number of specialized ICT trainers is a major impediment to quality ICT education in

Nyeri County VET institutions. Of the 79 trainers employed in the VET sector, only around 10 (10%) have specialized ICT training. This means that a significant proportion of VET institutions either lack dedicated ICT trainers or rely on trainers with only basic digital skills to deliver the ICT curriculum. The county government aims to increase the number of ICT-specialized trainers to at least 50% . Achieving this goal would require the recruitment and training of an additional 20 ICT trainers. Furthermore, existing ICT trainers need to keep up with evolving digital

technologies, but about all have not participated in professional development in the last three years, resulting in a skill gap that affects the quality of ICT instruction. To keep pace with digital transformation, it is essential to implement continuous reskilling and up-skilling programs for ICT trainers, ensuring they are equipped to deliver relevant and up-to-date digital education.

2.5.5. Digital Literacy Among Students

A considerable percentage of students entering VET institutions come from low-income or rural backgrounds, where access to digital resources is minimal. Currently, it is estimated that around 60% of incoming VET students lack basic digital literacy skills, meaning they have limited or no experience with computers and the internet. This lack of prior exposure creates a steep learning curve, as students must familiarize themselves with ICT basics before they can fully engage with more advanced digital learning materials. Some VET institutions offer digital orientation programs, but these are often too brief to bridge the existing digital literacy gap. To ensure that students can maximize the benefits of available ICT resources, comprehensive digital literacy programs that span several months may be necessary. Such programs could provide foundational training and give students the confidence and skills needed to navigate a digitally transformed learning environment.

Nyeri county is seeking private partnerships to bridge the gap in digital literacy.

2.5.6. Curriculum Integration and Relevance

While ICT is included as a subject within the VET curriculum, there is often a mismatch between the ICT skills taught in classrooms and the demands of the job market. Currently, only about 20% of the ICT curriculum content aligns practically with industry requirements, resulting in a gap between what students learn and the skills employers need. For example, Nyeri county VET institutions focus on basic computer operations, which while important, does not provide the advanced digital skills needed in areas like programming, data analysis, or digital marketing. Aligning curriculum content with the needs of the job market will make VET graduates more competitive and better equipped to find employment in the digital economy.

2.5.7. Partnerships with Private Sector

Public-private partnerships offer a promising path for addressing the ICT resource gap in VET institutions. Several initiatives, such as Safaricom's Digischool Program and Microsoft's collaboration with the Ministry of Education, have provided resources and digital tools to select institutions. Through these

partnerships, VET centers have gained access to hardware, software, and training resources that would otherwise be beyond their budgets. For example, Microsoft has provided software and cloud solutions to aid in digital learning, and Safaricom has assisted with connectivity. However, these partnerships are still limited in scope and only benefit a fraction of Kenya's VET institutions. Scaling these initiatives to include all VET institutions, especially those in rural and underserved areas, would require coordinated efforts and incentives for private companies. Expanded partnerships could ensure that a larger number of institutions have access to essential ICT tools and that students can benefit from hands-on experience with industry-standard software and hardware.

2.6 Cross cutting and emerging issues

2.6.1. Entrepreneurship and Innovation

The Global Entrepreneurship Monitor (GEM) provides extensive insights into entrepreneurship in Kenya, examining factors such as entrepreneurial motivations, levels of activity, and economic impacts. According to the GEM 2023/2024 report, Kenya exhibits a notable level of entrepreneurship, with approximately 40% of adults reporting involvement in early-stage entrepreneurial activity. This relatively high rate reflects a positive attitude towards entrepreneurship as a viable career path and underscores the potential for economic growth through small businesses and innovation.

The report also highlights challenges, including a lack of access to funding, limited market dynamics, and the need for enhanced entrepreneurial education at all levels. These factors can restrict growth and innovation, particularly for young entrepreneurs who face more significant barriers in accessing resources and mentorship. SOURCE: *(full report is in GEM website)* The GEM's National Entrepreneurship Context Index (NECI) ranks Kenya's entrepreneurial environment lower than other nations, emphasizing areas for improvement, such as infrastructure, regulatory frameworks, and support for research and development. Despite these challenges, robust entrepreneurial activity suggests significant potential for growth if the entrepreneurial ecosystem continues to improve through targeted reforms and investment in business support services.

The 2024 Global Innovation Index (GII) ranks Kenya at 75th out of 133 economies, a position shaped by a mix of strengths and challenges within its innovation ecosystem. Kenya's strengths lie particularly in its "Knowledge and Technology Outputs," due to factors like robust ICT service exports, patent filings, and innovative entrepreneurial activity in the tech sector. This output is bolstered by Kenya's capacity for innovation that surpasses the expectations for a lower-middleincome country, showing strong performance in venture capital availability

and ICT-based business growth. In conclusion, Entrepreneurship and innovation in VTCs should be approached with a clear mindset of removing the barriers hindering potential growth of young innovators and entrepreneurs.

2.6.2. Climate Change

Nyeri County faces significant and escalating impacts from climate change, which poses threats to its economy, biodiversity, and human welfare. As an equatorial county with diverse ecosystems, Nyeri's vulnerabilities are spread across key sectors including agriculture, water resources, health, and wildlife conservation.

Agriculture and Food Security: Agriculture, a primary economic driver and livelihood for around 75% of Nyeri population, is highly climate sensitive. Recurrent droughts have resulted in poor crop yields, food insecurity, and the depletion of livestock, particularly in arid and semi-arid regions. This is exacerbated by erratic rainfall patterns, which disrupt planting and harvesting schedules.

Water Scarcity: Climate change has worsened water scarcity in Nyeri, where 52% of the land is arid or semi-arid. This scarcity threatens urban centers, agriculture, and wildlife, which are dependent on reliable water supplies.

2.6.3. Blue Economy

Nyeri county's blue economy is centered on sustainable inland water resources (rivers, streams and dams) and plays a vital role in the county's economy, especially through sectors like fisheries and tourism.

2.6.4. Labour migration and skills mobility

Nyeri county has a population of 759 people: 49% male and 51% female. Unemployment and underemployment remain a major development challenge in the county mainly due to rapid population growth, low economic growth as well as the structural rigidities within the labour market. Because of these and many other challenges, Nyeri county's youthful population is increasingly seeking employment opportunities beyond the borders.

The high levels of unemployment and the socio-economic and environmental conditions within the country are the key push factors for migration. The pull factors include the opportunities for a better life namely, higher salaries, better quality of education and health care in the countries of destination. Given the increasing number of migrants and considering this trend may persist in the

foreseeable future, the management of safe, orderly and regular migration has unavoidably become one of the critical challenges that the region must address.

2.6.5 Inclusive Education and Training

Provision of support services to trainees with disabilities improves the quality of education and skills acquired. Once a student with disability is enrolled in the educational mainstream programmes, support mechanisms need to be put in place to improve their learning and training experience. Some of these services may not necessarily involve financial implication to the institution.

2.7 Policy and Legal Frameworks

The policy aligns with several national and international policy and legal frameworks aimed at promoting and guiding education and training:

2.7.1 Policy Frameworks

- a) **The UN Convention on the Rights of Persons with Disabilities (CRPD):** Kenya is a signatory to the UN Convention on the Rights of Persons with Disabilities, which obligates the country to ensure equal rights to education and vocational training for persons with disabilities. The CRPD calls for the provision of inclusive education systems and lifelong learning opportunities. In relation to VET, this convention supports inclusive training environments, the removal of barriers, and provision of necessary accommodations, ensuring that people with disabilities can participate fully in vocational education.
- b) **National Education Sector Strategic Plan (2023-2027):** The National Education Sector Strategic Plan (2023-2027) further advances VET by focusing on skills-based learning, digital literacy, and industry partnerships to meet the demands of Kenya's evolving economy. It emphasizes improving accessibility and inclusivity in VET, particularly for underserved populations. The plan aligns VET programs with economic goals, supporting sectors like manufacturing, agriculture, and technology through skill development to foster a skilled workforce aligned with national economic priorities.
- c) **Kenya Vision 2030:** Kenya Vision 2030 identifies VET as essential to achieving its goal of becoming a middle-income, industrializing country by 2030. VET is seen as a driver for economic growth, providing necessary skills as envisioned in the Vision 2030. The vision emphasizes enhancing VET capacity and quality, encouraging private sector involvement, and creating

pathways for youth to enter the labor market equipped with relevant, market-oriented skills.

- d) **Sustainable Development Goals (SDGs):** The SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), emphasize inclusive and equitable quality education and promote lifelong learning. In the Kenyan context, SDGs provide a global benchmark for improving VET access, quality, and alignment with sustainable economic opportunities. Kenya's commitment to the SDGs reinforces the need for VET programs that not only enhance job prospects but also address societal needs, such as gender equality and environmental sustainability.
- e) **Sessional Paper No. 1 of 2019:** Sessional Paper No. 1 of 2019 on "A Policy Framework for Reforming Education and Training for Sustainable Development in Kenya" promotes VET as a solution to youth unemployment. It calls for reforms that enhance the appeal of vocational education and ensure that programs are industry-relevant and aligned with national development goals. The paper advocates for investment in modern training infrastructure and emphasizes public-private partnerships to foster entrepreneurship and innovation among VET graduates.

2.7.2 Legal Frameworks

- a) **The Constitution of Kenya (2010):** The 2010 Constitution is foundational for the development of VET in Kenya. It mandates the right to education for all and decentralizes education services, thereby promoting county-level involvement in education and training, including vocational and technical education. Article 55 emphasizes the state's responsibility to provide youth with access to education, training, and employment, while Article 43 specifically addresses the right to education as a social and economic right. This constitutional mandate supports inclusive VET opportunities across the country, aiming to increase accessibility, affordability, and regional adaptability in VET programs.
- b) **The Persons with Disabilities Act (2003):** The Persons with Disabilities Act (2003) lays down a legislative framework for promoting the rights and inclusion of people with disabilities in education and employment. This Act mandates reasonable accommodation for persons with disabilities in all public and private education and training institutions, including VET centers. It compels these institutions to create accessible environments and provide appropriate training materials, which ensures that persons with disabilities can benefit from vocational training and acquire the skills necessary for economic independence and social inclusion.
- c) **The Basic Education Act (2013):** The Basic Education Act (2013) provides a structure for the provision of basic education, which is critical as it builds the foundational skills required for vocational training. Although primarily

concerned with early childhood, primary, and secondary education, the Act aligns with VET by emphasizing inclusive and equitable quality education. This Act encourages transitioning students from primary and secondary education into VET programs, reinforcing the importance of practical skills and vocational pathways, especially for students who may not proceed to higher education.

- d) **Technical and Vocational Education & Training (TVET) Act No. 29 of 2013:** The TVET Act of 2013 established the TVET Authority (TVETA), charged with regulating, accrediting, and managing standards in vocational institutions. It also introduced the Competency-Based Education and Training (CBET) approach, which aligns VET curriculum with skills that are directly applicable in the workforce. This Act promotes structured VET pathways and standardizes qualifications, contributing to the credibility and attractiveness of vocational training and addressing the skills mismatch in the Kenyan labor market.
- e) **Kenya National Qualifications Framework (KNQF) Act, 2015:** The KNQF Act of 2015 provides a standardized qualifications framework, which is crucial for establishing quality and coherence across educational levels, including VET. It facilitates the recognition of prior learning and supports flexible learning pathways, enabling students to transfer between different levels and types of education. This framework ensures that qualifications obtained through VET are valued and transferable, enhancing employability and professional mobility for graduates.

CHAPTER THREE: POLICY STATEMENTS

This chapter presents the goal, policy statement and strategies for all the thematic areas.

3.1 Thematic Area 1: Quality and Relevance

Goal: To provide quality and relevant vocational education and training

Policy Statement: The County Government shall facilitate provision of high quality and relevant vocational education and training.

Strategies

- i. Adopt Competency-Based Education and Training (CBET) curriculum
- ii. Ensure alignment of curricula with the Kenya National Qualifications Framework (KNQF).
- iii. Implement competency-based assessments for skills validation (Recognition of Prior Learning (RPL) mechanisms).
- iv. Encourage certification through reputable examining bodies.
- v. Adopt VET standards in collaboration with stakeholders.
- vi. Monitor and evaluate the implementation of the VET curriculum.
- vii. Share quality audit reports with stakeholders.
- viii. Facilitate accreditation and licensing of all VET institution and licensing of all VET institutions and trainers
- x. Develop and implement robust Monitoring, Evaluation, and Learning (MEAL) systems for VET.
- xi. Promote and foster partnerships with the private sector and industry in improving VET infrastructure.
- xii. Improve traceability and employability of VET graduates
- xiii. Recruit additional VET trainers, especially industry professionals with expertise in emerging technologies.
- xix. Enhanced continuous professional development (CPD) and in-service trainer programs. xxii. Develop and implement a scheme of service for VET personnel.
- xx. Mobilize adequate resources for the construction, rehabilitation, and expansion of VET institutions.
- xxi. Prioritize equipping VET institutions with modern tools and equipment to meet industry needs.
- xxii. Ensure land ownership before establishing VET institutions.
- xxiii. Provide essential utilities like water, waste disposal, power, Firefighting equipment and security services.

3.2 Thematic Area 2: Access, Equity and Inclusivity

Goal: To promote access to vocational training through enhanced, equitable and inclusive distribution of resources, opportunities and enabling environment for employment to all

Policy statement: The County Government will undertake measures to ensure that all vocational training centers provide a conducive environment that promotes access, equity, and inclusivity for enhanced career growth and development.

Strategies

- i. Improve existing vocational training facilities to modern levels for quality training and appealing to attract trainees.
- ii. Ensure all vocational training centers are accessible and friendly to individuals with disabilities and other marginalized groups.
- iv. Establish at least one Public Special Needs VTC in the county.
- v. Capacity build all staff on how to effectively train and support trainees with disabilities.
- vi. Ensure equitable funding for trainees in vocational training centers, with special consideration to PWDs, teenage mothers, and vulnerable youth.
- vii. Enhance efficiency, accountability and utilization of funds to promote access and inclusivity.
- viii. Ensure every Vocational training center has an office of career service to enhance networking and job placements.
- ix. Develop and manage tracking job placement data.
- xvii. Create awareness of career pathways through the community and trainees to help students identify and develop the specific skills needed for their chosen fields, aligning them with industry requirements.

3.3 Thematic Area 3: Financing and Resource mobilization

Goal: To ensure adequate and sustainable funding and resource mobilization to provide quality training in Vocational Training Centers by effectively leveraging support from National and County Governments, the private sector, development partners and other relevant stakeholders.

Policy statement: The National Government shall provide funding for policy review, curriculum development, quality assurance and conditional grants for trainees, while County Governments shall ensure timely remittance of capitation subsidies, internal budgetary allocations for training programs and infrastructure development. Financing and resource mobilization in VTCs shall be guided by principles of affordability, efficiency, accountability and need-based planning.

National and County Governments shall collaborate with stakeholders and other partners to enhance resources.

Strategies

- i. Provide adequate funds for acquisition of land, specialized tools and equipment and infrastructure development.
- ii. Budget for and reinstate a grant for vocational training centers and ring fence it to support training programs.
- iv. Prioritize capitation in VTCs per trainee.
- v. Initiate and strengthen Income Generating Activities (IGAs) and Income Generating Units (IGUs) across all training programs in VTCs.
- vi. Establish a Management Information System (MIS) to support planning and budgeting for learning and training programs.
- vii. Provide funds for policy review, monitoring & evaluation programs.
- viii. Provide funds to support co-curricular activities and talent nurturing in the VTCs.
- ix. Promote work-based sponsored programs (Apprenticeships, training partnerships, dual training and RPL).
- x. Enhance public-private partnership in provision of trainee's scholarships, curriculum development & implementation and acquisition of training and learning resources in VTCs.
- xi. Sensitize communities in enhancing vocational skills uptake.
- xii. Establish business incubation and innovation centres in VET institutions.
- xiii. Strengthening VET-Industry corporations.

3.4: Thematic Area 4: Governance and Accountability

Goal: To establish a transparent, inclusive and accountable governance structure that strengthens leadership and enhances institutional management within the County Vocational Education and Training sub-sector.

Policy statement: The governance and accountability framework for Vocational Education and Training shall ensure inclusive, transparent and efficient management by strengthening the roles of County Executive Committee Members (CECMs) in charge of VET, Boards of Governors (BOGs), integrating ICT for enhanced institutional administration, implementing standardized schemes of service, enforcing institutional policies (including equitable admission and gender policies), fostering collaboration through well-defined regulations and advancing human capital development across VET institutions.

Strategies

To implement this policy the County Government in consultation with key stakeholders shall;

- i. Adopt a national governance manual/guideline outlining the specific roles, responsibilities and qualifications required BOGs in tandem with the Constitution of Kenya and the TVET Act 2013.
- ii. Create a comprehensive scheme of service that considers the lowest qualification as Craft Certificate or its equivalent-with pedagogy, defines job grades, promotion pathways and remuneration standards across VET institutions in line with Salaries and Remuneration Commission (SRC) requirements.
- iii. Establish monitoring mechanisms to ensure compliance with institutional policies, regularly reviewing them to address emerging issues, equity and inclusivity challenges.
- iv. Encourage public-private partnerships (PPPs) to support the development of , co-curricular and access to training.
- viii. Conduct regular capacity building for CECM,Chief Officer and VET director and BOGs on governance best practices and institutional accountability.
- ix. Adopt clear guidelines on funds allocation and use within VET institutions to enhance accountability.
- x. Implement a real-time financial tracking system and conduct regular audits to reduce opportunities for mismanagement.
- xi. Submit quarterly reports from County to the SDTVET
- xii. Establish ICT systems in governance management and data control infrastructure standards for all VET institutions; including the provision of essential hardware, software and internet connectivity.
- xiii. Facilitate regular ICT training for VET staff to improve proficiency in digital tools for administration and data management.
- xiv. Establish a career progression framework that aligns with professional growth.
- xv. Integrate continuous professional development (CPD) programs to support skill development and enhance job satisfaction among staff.
- xvi. Formulate inclusive admission policies that encourage applications from students with special needs, vulnerable and marginalized communities to ensure fair access to VET institutions.
- xix. Create a framework for collaboration that sets guidelines for VET institutions to partner with industry for attachments, internship, dual training, RPL and apprenticeship opportunities.

3.5: Thematic Area 5: Information and Communication Technology

Goal: To establish a digitally enabled Vocational Education and Training (VET) system in Nyeri that aligns curriculum and training practices with global standards.

Policy Statement: The County Government at in collaboration with other key stakeholders shall transform the Vocational Education and Training (VET) sub-sector through digitalization and e-learning.

Strategies:

- i. Provide Connectivity to expand reliable high-speed internet access to all public VET institutions.
- ii. Invest in adequate globally competitive digital infrastructure and adequate devices in all VET centers.
- iii. Establish Technical Support Teams by having trainers and technicians who are competent in ICT.
- iv. Utilize integrated virtual simulation for work-based learning.
- v. Provide trainers with Digital Pedagogy to develop digital training programmes and implement virtual teaching, online assessments and digital classroom management.
- vi. Establish Continuous Professional Development Program to enhance trainers upskill on emerging and new digital training tools & techniques.
- vii. Conduct county, intercounty, and national innovation contests and virtual gaming.
- viii. Incorporate AI fundamentals, machine learning, and data analysis into the VET curriculum to prepare trainees for tech-driven roles in the labour market.
- ix. Collaborate with International VET Institutions to introduce trainees to global practices and industry standards to enhance cross-border certifications and knowledge sharing.
- x. Establish an integrated VET learning system that provides flexible learning and standardized resources, interactive modules and multimedia content.

3.6: Thematic Area 6: Cross cutting and emerging issues

Goal: To address cross-cutting and emerging issues in VTCs.

Policy statement: To embrace and integrate cross-cutting and emerging issues in vocational education and training in VTCs.

Strategy

- i. Support institutions to integrate environmental sustainability and circular economy into education curricula and training programs.

- ii. Accelerate the greening of VTCs.
- iii. Strengthen institution regulations on environmental management.
- iv. Establish and Enhance collaboration and strategic partnerships for green skills training.
- v. Adopt and Implement the MSME policy.
- vi. Establish and adequately fund hubs in the institutions to nurture innovations and entrepreneurship.
- vii. Adopt and Implement the Science, Technology and Innovation (ST&I) policy.
- viii. Adopt and implement Model Gender Mainstreaming Policy for the TVET sector (with Elements of Inclusion), (2023)
- ix. Establish and strengthen gender units, structures/ focal points/ committees within public and private VET institutions.
- x. Ensure data on access to non-formal education and Recognition of Prior Learning (RPL) is disaggregated by sex.
- xii. Establish affirmative interventions aimed at providing skills development and post training support for vulnerable and marginalized groups.
- xiii. Undertake research on inclusive education periodically and set up a data and evidence structure for effective knowledge, learning and improvement.
- xiv. Enhance collaborations and partnerships to address issues of inclusivity.
- xv. Ensure data on skills development is disaggregated by age, gender, disability and socioeconomic status.
- xvi. Adopt and implement Labor and Skills Mobility Policy
- xvii. Establish Skills Mobility Partnerships to provide the platform upon which stakeholders collaborate to invest in the training of workers for both labor markets
- xviii. Enhanced Collaboration between TVET institutions and international colleges for the purpose of labor and skills mobility.
- xix. Establish labor market information for trainees on blue economy
- xx. Increase access to blue economy training.
- xxi. Ensure VTCs comply with the Safety Standards Manual for Schools in Kenya (2008) and OSHA Act (2007)
- Xxii. Establish health insurance cover for VET trainees.
- xxiii. Mainstream safety and health in education curricula at all levels of learning

CHAPTER FOUR: IMPLEMENTATION FRAMEWORK

This chapter provides coordination and administration mechanisms for policy implementation. It also highlights institutional, legal and regulatory reforms that must be undertaken for successful implementation of the policy.

4.1 Coordination Framework and Administrative Mechanisms

The coordination framework outlines a hierarchy of institutions, each with specific roles in the management and support of Vocational Education and Training (VET) in Nyeri County. These institutions and their roles include:

- **Ministry of Education - Directorate of Vocational Education and Training:** This Directorate leads the policy formulation, development, and oversight of the VET sector, establishing national standards and guidelines for VET institutions across Kenya.
- **Council of Governors - Education Committee:** Working closely with the Ministry, this committee ensures that VET policies address county-level needs and represents county interests in national VET decision-making.
- **County Executive Committee Member (CECM) - Education:** This official is tasked with implementing VET policies at the county level, coordinating resource allocation in partnership with the Ministry of Education and County Government.
- **County Chief Officer - Education:** Responsible for the day-to-day management of VET operations at the county level. This officer monitors compliance with both national and county guidelines.
- **County VET Director:** Directly supervising county VET institutions, organizes countywide programs to improve VET infrastructure and curriculum.
- **Sub-County VET Coordinator:** This official ensures that VET institutions within each sub-county meet both county and national standards and serves as the link between VET centers and the County VET Director.
- **Institution Principal/Manager:** This Officer is responsible for daily operations of the VTC.
- **VET Center Board of Governors:** Each VET center is managed by a Board of Governors that ensures the institution meets its operational and educational goals.

4.2 Legal and Regulatory Framework

To ensure effective policy implementation, existing laws and new legislative proposals form the backbone of the VET system's legal framework:

- **Relevant Existing Laws:** Key laws such as the TVET Act 2013, Basic Education Act 2014, Labour Relations Act 2007, Kenya National Qualifications Framework Act 2014, and Industrial Training Act support the necessary certification, labor standards, and curriculum frameworks. Any gaps, like the need to modernize training standards, will be identified and updated as needed.

- **Supporting Laws and Regulations:** The Employment Act provides the legal framework to ensure vocational training aligns with labor demands. Meanwhile, the National Qualifications Framework Act regulates certification standards to guarantee high-quality vocational training across the country.
- **International Conventions and Treaties:** To align with global standards, the policy incorporates conventions such as UNESCO's Convention on Technical and Vocational Education (1999) and various ILO conventions. These standards promote international mobility and recognition for Kenyan VET graduates.
- **Legislative Proposals:** A National Vocational Education Development Bill is proposed to formalize the structure, powers, and responsibilities of the State Department for Technical and Vocational Education and Training and the County Governments. This bill will also establish dedicated funding mechanisms and ensure transparency under the Public Finance Management Act 2012. Additionally, an amendment to the Vocational Training Accreditation will standardize accreditation and quality assurance across all vocational institutions.

4.3 Funding Arrangements

Funding mechanisms are essential for implementing VET policies effectively, with a variety of sources and systems for allocation and accountability:

- **Funding Sources:** Core funding will come from the county government budget. To further support VET.
- **Establishment of a Fund:** The County Vocational Education Fund (NVEF) will be created to secure resources for policy initiatives. Operating under the Public Finance Management Act, 2012, the fund will have clear guidelines on transparency, allocation, and management, overseen by a Fund Manager.
- **Allocation and Accountability:** The County Government will support the VET centers with capitation distributed based on enrollment and other significant metrics. Annual financial audits will be carried out to ensure transparency and accountability in managing funds for the VET centers.

CHAPTER FIVE: MONITORING, EVALUATION AND LEARNING

This chapter presents how monitoring, evaluation and learning will be carried out. Review intervals of the policy will be done when needed.

5.1 Monitoring

The policy will establish mechanisms to ensure that VET objectives are met within the specified timeframe and budget, while adapting to evolving educational and training needs:

- **Data Collection, Analysis, and Storage Mechanisms:** The department shall establish a comprehensive system for consistent data collection, analysis, and storage. This system will track the progress of VET programs, including enrollment, retention, completion rates, and the successful integration of graduates into the workforce. Data collected will be stored in a secure, accessible county database to allow for longitudinal studies on policy impact.
- **Baseline Values, Indicators, and Targets:** Baseline values will be defined for key indicators such as enrollment rates, trainer-to-trainee ratios, program completion rates, and post-graduation employment rates. These indicators will serve as benchmarks to evaluate the policy's progress over time, with clear targets set to measure achievement at various stages of implementation.
- **Monitoring Compliance with Timelines and Budgets:** A structured timeline and budget will be developed for all VET activities. Regular monitoring will assess whether these activities are on schedule and within budget, identifying any deviations and adjusting resource allocations as necessary to maintain efficiency.
- **Identifying Challenges and Bottlenecks:** Mechanisms for early identification of challenges, such as resource constraints, lack of training facilities, or staffing issues, will be established. This will allow for quick interventions, ensuring that policy objectives remain on track despite unforeseen obstacles.

5.2 Evaluation

Evaluation will measure the impact of the county VET Policy on enrollment, skills development and employment rates, ensuring alignment with the county's workforce and economic needs.

- **Assessing Achievement of Policy Objectives:** The evaluation framework will measure the extent to which the policy's objectives—such as increased enrollment in VET programs, improved quality of training, and higher graduate employment rates—have been achieved. Each objective will be evaluated using data-driven methods to understand the policy's impact on stakeholders.
- **Indicators for Effectiveness, Coherence, Impact, and Sustainability:** Key indicators will evaluate the effectiveness (meeting educational

standards), coherence (alignment with national labor needs), impact (improving employability), and sustainability (long-term viability of programs). These indicators will help gauge how well the policy supports vocational education and aligns with the evolving labor market.

- **Evidence Collection for Policy Impact:** Quantitative and qualitative data will be collected to document the policy's impact on the VET system. This evidence will include data on employment rates post-training, trainee satisfaction surveys, and feedback from employers on the quality of VET graduates, creating a robust picture of the policy's effectiveness.
- **Analyzing Intended and Unintended Consequences:** Evaluation will examine both the expected outcomes, such as skill acquisition and employment rates, and any unintended effects, such as regional imbalances in access to VET programs. Understanding these outcomes will allow for policy refinements to address gaps and reinforce positive impacts.

5.3 Reporting

Regular reporting will ensure transparency and provide stakeholders with critical updates on the policy's progress and challenges.

- **Types of Reports:** The policy will result in the generation of several key reports: including quarterly progress reports, annual implementation reports, and mid-year and annual evaluation reports. These reports will communicate the status of program implementation, outputs, outcomes, and areas requiring improvement.
- **Frequency of Reporting:** Reports will be compiled quarterly to provide timely insights into the policy's performance, with annual reports offering a more comprehensive review. Mid-year and annual evaluations will provide deep analyses of progress and outcomes.
- **Report Format:** A standard reporting format will be adopted to ensure clarity and consistency focusing on key metrics and outcomes. This format will allow stakeholders to easily assess the progress and challenges of VET policy implementation.
- **Users of Reports:** Reports will be accessible to policymakers, government agencies, educational institutions, and industry partners. The reports will serve as essential tools for decision-making, policy adjustments, and resource allocation.

5.4 Learning

Capturing lessons learned from the policy's implementation will enable continuous improvement, best practices to ensure the policy remains relevant and impactful.

- **Replicating Successful Elements:** Elements that have proven successful, such as specific training modules or partnership models, will be documented for replication in other VET initiatives. This will help scale best practices in the County.
- **Avoiding Unsuccessful Elements:** Unsuccessful strategies or interventions will be identified and avoided in future programs. This approach will enhance efficiency and effectiveness of VET interventions and resource allocations.
- **Improving management of interventions ,M&E and partnerships :**the management of VET programmes,monitoring and evaluation processes ,and partnerships with industry stakeholders will be refined based on lessons learned .This will lead to stronger programme oversight ,efficient use of resources and greater stakeholder engagement.

5.5 Review interval

This policy shall be reviewed every five years to ensure that it remains relevant to changing National and International demands in the provision of VET services. The reviews shall incorporate emerging issues and trends.

ANNEXES

Annex 1: Definition of Terms

Access- The principle and practice of providing equal opportunities for learning and development of all individuals. It encompasses removing barriers that hinder participation in education activities such as economic constraints, discrimination, geographical isolation or physical disabilities.

Equity- Ensuring that all individuals have equal access to opportunities in TVET, regardless of their: Gender, Age, Religion, Ethnic background, Vulnerability, such as for persons with disabilities or indigenous peoples.

Inclusivity- The practice of providing equal access to high –quality education and training for all students, regardless of their background or abilities.

Vulnerable and Marginalised Groups - For the purpose of this policy, vulnerable groups are orphans, over-age children, youth, neglected boy-child, women, persons with disabilities, pastoralist communities, incarcerated people; refugees and people living in pockets of poverty, Arid and Semi-Arid Lands (ASALs), rural areas, hard-to-reach areas, informal settlements and streets.

Blue Economy Training - This will include capturing fisheries, aquaculture, mangroves, corals, seagrasses, seaweeds, and Artemia), the non-living resources (marine minerals including salt, offshore oil, and gas) clearing and forwarding, civil works.

Vocational Education and Training - is a skills training which can be full-time dual training, alternance training, apprenticeship, full-time formal training, informal training, dual training, Recognition of Prior Learning (RPL) and indigenous knowledge.

Competency-Based Education and Training (CBET) – A teaching and learning approach that focuses on the learner acquiring specific, measurable competencies required in the labor market. It emphasizes practical application and mastery of skills.

Recognition of Prior Learning (RPL) – A process that acknowledges and certifies skills and knowledge acquired through informal or non-formal learning, including work experience or community practices.

Vocational Training Centres (VTCs) – Institutions, including youth polytechnics and homecraft centres, that offer hands-on, skills-based training primarily targeting school leavers and youth.

Kenya National Qualifications Framework (KNQF) – A structure that standardizes education qualifications across all levels, enabling learner mobility and recognition of learning achievements nationally and internationally.

Trainers Qualification Framework (TQF) – A national standard that outlines the minimum qualifications and competencies required for vocational trainers, including pedagogical training.

Industrial Attachment – A structured practical experience provided to trainees within industrial settings to apply skills learned in class and gain exposure to workplace environments.

Quality Assurance – Systems and procedures implemented by institutions and regulators to monitor, evaluate, and continuously improve education and training standards in VET institutions.

Public-Private Partnerships (PPPs) – Collaborative arrangements between public institutions and private sector entities aimed at improving the quality, relevance, and access of vocational training through shared investments, internships, and mentorships.

Information And Communication Technology (ICT) IN VET – Refers to digital tools, systems, and infrastructure that support teaching, learning, administration, and e-learning in VET institutions.

Digital Literacy – The ability of learners and trainers to effectively use digital tools, such as computers, the internet, and relevant software, essential for modern education and employment.

Inclusive Education and Training – An approach that ensures all learners, especially those with disabilities, receive adequate support, accommodations, and equal access to training and development.

Recognition of Prior Learning (RPL) – A mechanism that evaluates and certifies skills and knowledge acquired outside formal education systems, including work experience, informal learning, and traditional knowledge.

Board of Governors (BoG) – Governance bodies responsible for the oversight and strategic direction of VET institutions. Their roles include planning, financial oversight, and policy implementation within the VTCs.

County Executive Committee Member (CECM) – The county-level official responsible for education, including the oversight and management of vocational training in their jurisdiction.

Schemes of Service – Structured career progression plans that define qualifications, job descriptions, and promotion pathways for staff in the VET system, ensuring fair and transparent human resource management.

Industrial Attachment – A mandatory part of vocational training where learners engage with real-world work environments to apply acquired skills and gain professional experience.

Work-Based Learning (WBL) – Training that takes place within a working environment, such as apprenticeships or internships, designed to enhance the practical skills of trainees.

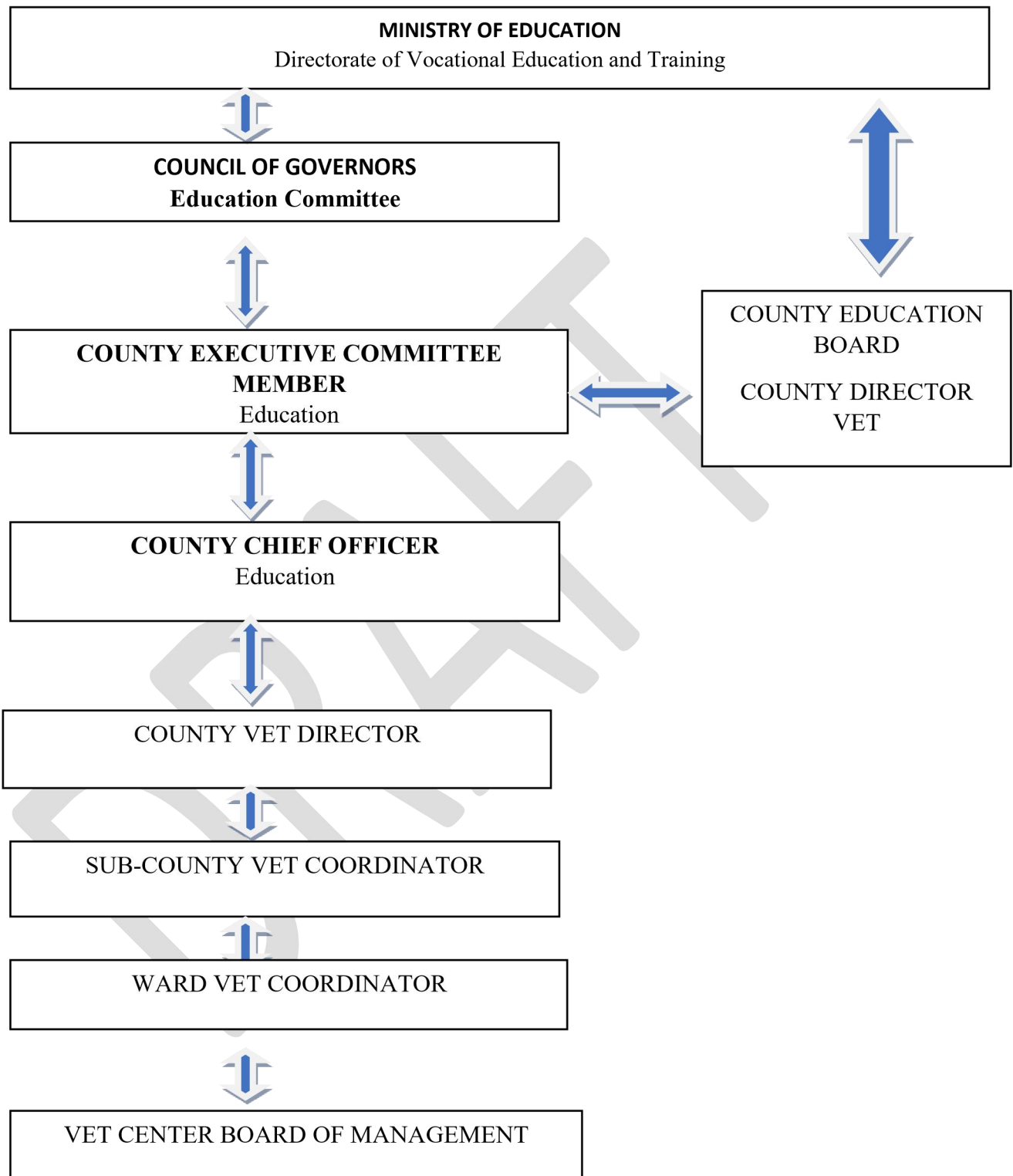
Income Generating Activities (IGAs) – Initiatives undertaken by VET institutions to generate revenue and provide students with entrepreneurship training opportunities through production units, service delivery, or partnerships.

Digital Literacy – The capacity of learners and trainers to effectively use digital tools and technologies in education, communication, and problem-solving within the VET environment.

Inclusivity in Infrastructure – Refers to the physical and structural accommodations in VET institutions to ensure accessibility for learners with disabilities and those from marginalized groups.

Labour Market Information System (LMIS) – A data-driven platform used to identify skill gaps, employment trends, and market demands to align training with real-time workforce needs.

Annex 2: National Vocational Education and Training Policy Co-Ordination Framework.



Annex 3: IMPLEMENTATION MATRIX

Goal 1. to provide quality and relevant vocational education and training

Strategies	Expected output	Key Performance Indicators	Time Frame in Months	Estimated Cost in Million	Funding Source	Responsibility
i. Adopt CBET Curriculum	CBET curriculum adopted	Number of CBET graduates from VTCs	12	15	CGN	CECM, Chief Officer-Department of Education and Training
ii. Ensure alignment of curricular with the Kenya National Qualification Framework (KNQF)	Curriculum aligned with KNQF	Percentages of curriculum aligned with KNQF	12	5	CGN	CECM, Chief Officer-Department of Education and Training
iii. Implement Competency Based Assessments for skills validation (Recognition of Prior Learning)	RPL certification implemented	Number of beneficiaries of RPL	12 Months	0.25	CGN	CECM, Chief Officer-Department of Education and Training
iv. Encourage certification through reputable examining bodies	VTC certified	Number of VTCs certified	Continuous	0	VTCs, CGN	NITA, TVET, CDACC
v. Adopt VET standards in collaboration with stake holders	Updated and industry-relevant VET curricula.	Number of curricula developed/revised	12	1	CGN	CECM, Chief Officer-Department of Education and Training
vi. Monitor and evaluate the implementation of the VET	VET curriculum monitored and	Number of M&E reports produced annually.	12	0.1	CGN, National Government	TVETA, CoG

curriculum	evaluated					
vii. Share quality audit reports with stakeholders	Quality audit reports shared	Number of quality audit reports shared	12	0.05	CGN	CECM, Chief Officer-Department of Education and Training
viii. Facilitate accreditation and licensing of all VTCs Centres and Trainers	VTCs and trainers accredited and licensed	Number of VTCs and Trainers accredited	12	1.5	National and County Government of Nyeri	CECM, Chief Officer-Department of Education and Training
ix. Support VTCs quality assurance function in Nyeri County	VTC quality assurance strengthened	Number of quality assurance officers employed	12	1		
x. Develop and implement robust MEAL system in VTCs	MEAL system implemented	MEAL systems established	12	0.3	CGN	Department of Education
xi. Promote and foster partnership with private sector and industries	Improved training and infrastructure in VTCs	Number of infrastructure and trainings done through partnerships	Continuous	1	Private sector/ partners	Department of Education
xii. Improve traceability and employability of VTC Graduates	Vtc graduates employed and traced	Number of VTC graduates employed	12	0.5	CGN	CECM, Chief Officer-Department of Education and Training
xiii. Recruit additional VTC trainers with expertise in merging technologies	Qualified and competent VTC trainers recruited	Number of trainers recruited	12	1	CGN	CECM, Chief Officer-Department of Education and Training
xiv. Enhance continuous professional development in service trainer programs	Enterprise based training programs and course specialization	Number of VTC institutions with specialised training	12	2	CGN	CECM, Chief Officer-Department of Education and Training

	ion implement ed					
xv. Develop and implement scheme of service for VTC personelles	Scheme of service for VTC personelle developed	Operational scheme of service	12	1	CGN	CECM, Chief Officer- Department of Education and Training
xvi. Mobilise adequate resources for the construction, rehabilitation and expansion of VTCs	Resources mobilised for construction, rehabilitation and expansion of VTCs	Number of institutions constructed/rehabilitated	continuous	2	CGN	CECM, Chief Officer- Department of Education and Training
xvii. Prioritise equipping VTCs with modern tools and equipment to meet industry needs	VTCs equipped with modern tools & equipment	Number of VTCs equipped	continuous	0.5	CGN	CECM, Chief Officer- Department of Education and Training
xviii. Ensure land ownership before establishing VTCs	VTCs issued with title deeds	Number of VTCs equipped	Continuous	0.2	CGN	CECM, Chief Officer- Department of Education and Training
xix. Provide essential utilities like water, waste disposal, firefighting equipment and security	Essential utilities provided	Number of VTCs with essential utilities	Continuous	1	CGN	Department of Education and development partners

Goal 2: to promote access to Vocational Training through enhanced, equitable and inclusive distribution of resources and opportunities.

i. Improve	VTC	Number of VTC	12-36	1	CGN	CECM, Chief
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VTC facilities to modern levels to attract trainees	facilities improved	facilities improved				Officer- Department of Education and Training
ii. Establish at least one public special need VTC in the County	Vocational training Centre established in the County	VTC of special needs established	60	50	CGN	CECM, Chief Officer- Department of Education and Training
iii. Capacity build all staff on how to effectively train and support trainees with disabilities.	Staff capacity build	No. Of staff capacity build	continuous	0.2	CGN	CECM, Chief Officer- Department of Education and Training
iv. Ensure equitable funding for all trainees in VTCs- Children, youth and PLWDs	Funds released	% of funds released or set aside	Continuous	0.3	CGN	CECM, Chief Officer- Department of Education and Training
xx. Enhance efficiency and accountability and utilization of funds to promote access and inclusivity	Funds utilized appropriately	Number of financial audit reports	Continuous	0.2	CGN	CECM, Chief Officer- Department of Education and Training
xxi. Ensure every VTC has an office of career service to enhance networking and job placement	Established office of career service in every VTC	No. of office of career service established	continuous	0.1	CGN	CECM, Chief Officer- Department of Education and Training
xxii. Develop and manage tracking job placement data	Job placement rate	% of VTC graduates employed	Continuous	1	CGN	Department of Education
xviii. Create	Trainees and	No, of community and trainees	continuous	1	CGN	CECM, Chief Officer-

awareness of career pathways through the community and trainees	community members sensitized	engagements conducted				Department of Education and Training
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