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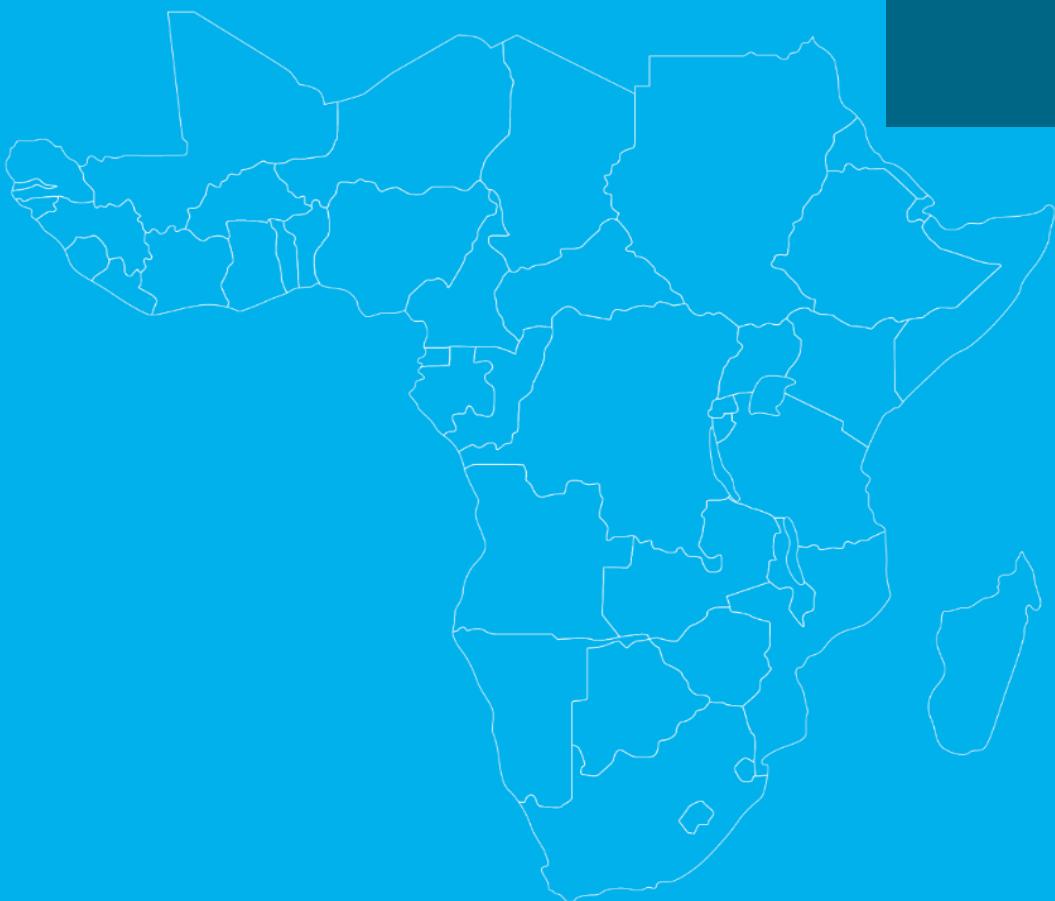


International Centre
for Technical and Vocational
Education and Training



TVET Country Profile

KENYA



November 2018

Compiled in collaboration with the Ministry of Education / Directorate of Technical and
Vocational Education and Training (DTVET), Kenya.

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC's online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

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UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589

Statistics¹

General information

Category	Indicator	Statistics
Demographic ²	Total population (million)	50.9 million (2018)
	Population growth	2.5% (2017)
	Median age of population	19 (2017)
	Population aged 15-24 years (thousands)	9776 (2016)
Socio-economic ³	GDP growth (annual %)	5.8% (2016)
	GDP per capita (current US\$)	1,455.3 (2016)
	Unemployment rate (%)	11.5% (2017)
	Youth literacy rate, population 15-24 years, both sexes (%)	86.5% (2014)

Participation in education by level and by programme orientation (2015)⁴

Category	Gross enrolment ratio (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)	104%		49.6%	
Secondary education, all programmes	Lower secondary (ISCED 2)	68.5%	97.4%	49.9%
	Upper secondary (ISCED 3)		-	-
Tertiary education, all programmes (ISCED 5-8)	4.1% (2009) ⁵		-	

Indicator	Number of Males	Number of Females
Student enrolments in TVET programmes (all levels) ⁶	91,209 (2016)	74,432 (2016)

Education finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%) ⁴⁺	14.9% (2018)
	Expenditure on secondary and postsecondary non-tertiary vocational education as % of total government expenditure (%) ⁷	0.6% (2018)

Type of institutions⁸

Type of institution	Education level	Ministry responsible	Number of institutions
Technical Vocational Centres	Post-secondary	Ministry of Education / State Department of Vocational& Technical Training	850

Technical Vocational Colleges	Post-secondary	Ministry of Education / State Department of Vocational& Technical Training	123
National Polytechnics	Post-secondary	Ministry of Education / State Department of Vocational& Technical Training	11

Other useful statistics related to TVET and skills development⁴

Indicator	Statistic	Source (indicate website if possible)
Total Enrolment in TVET institutions	275,139 (2018)	Kenyan Economic Survey 2018, p. 238 http://t1p.de/jh3w
Percentage of Males	56.2%	
Percentage of Females	43.8%	

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

³ World Bank. World Development Indicators. <https://data.worldbank.org>

⁴ As per Kenyan Economic Survey 2018. *p. 80 <https://www.knbs.or.ke/download/economic-survey-2018/>

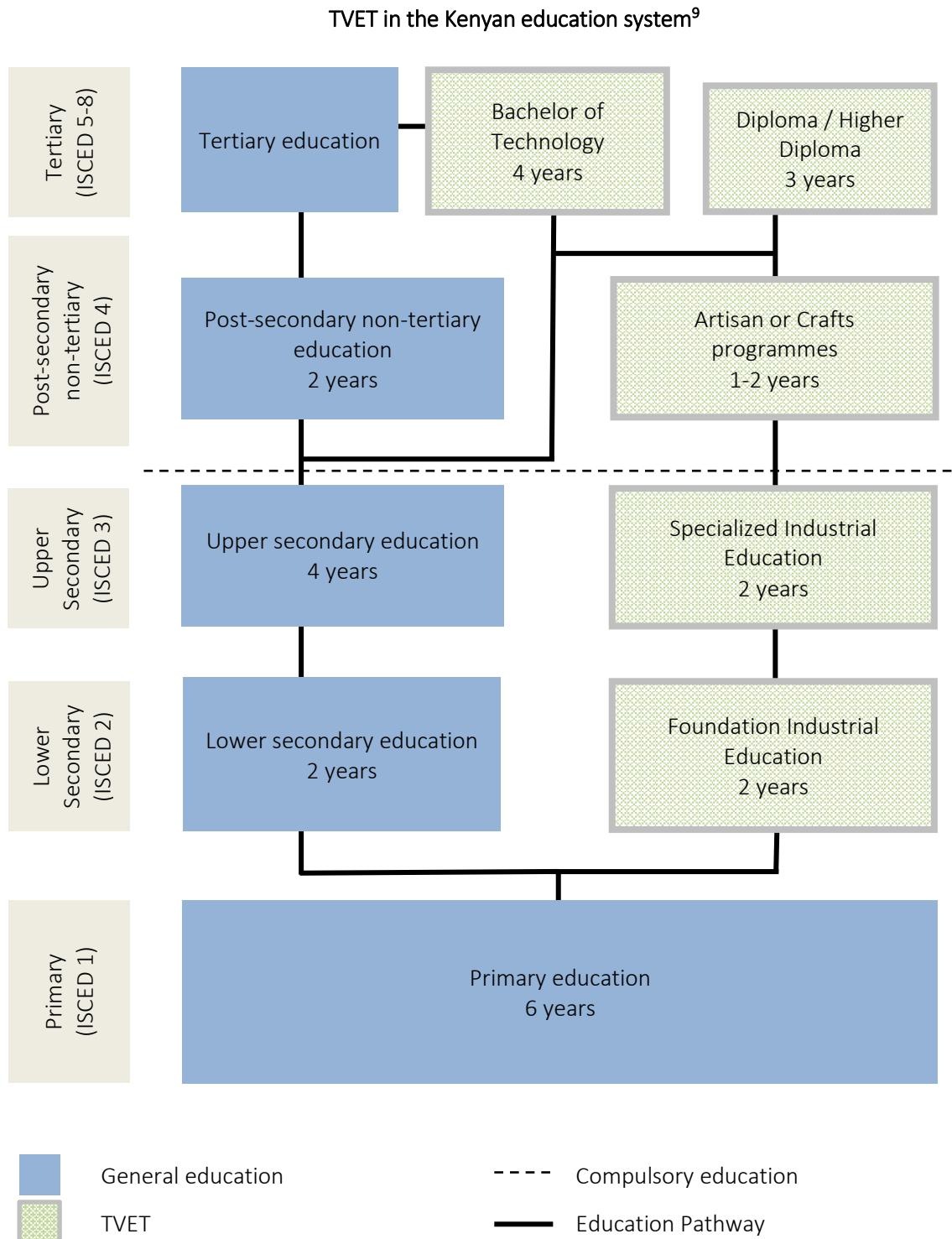
⁵ While no recent data is available for this, according to Economic Survey of Kenya: "Tertiary/ University enrolment is expected to decline by 7.7 per cent from 564,507 in 2016/17 to 520,893 in 2017/18. Similarly, student enrolment in both public and private universities is expected to decrease by 8.2 per cent and 5.0 per cent, respectively in 2017/18. The decline in enrolment was mainly occasioned by reduction in the number of candidates who met the minimum university entry requirements."

⁶ Institute of Economic Affairs based on the data of Kenya National Bureau of Statistics. <http://t1p.de/qnk6>

⁷ Kenya National Treasury and Planning Department - Budget Statement FY 2018/19. <http://t1p.de/r5go>

⁸ Compiled by the Ministry of Education / Directorate of Technical and Vocational Education and Training (DTVET).

1. TVET systems



⁹ Compiled by UNESCO-UNEVOC International Centre.

Formal TVET system

Foundation Industrial Education is offered at the lower secondary level (ISCED 2).

Duration:	2 years
Admission requirements:	Students who have passed the examination for the Kenya Certificate of Primary Education (KCPE)
Taught in:	Industrial Secondary Schools under the State Department of Basic Education of the Ministry of Education

Graduates from Foundation Industrial Education can advance to Specialized Industrial Education Certificate programmes at the upper secondary level (ISCED 3).

Specialized Industrial Education is offered at the upper secondary level (ISCED 3).

Duration:	2 years
Admission requirements:	Lower secondary education graduates who have passed the examination for the Foundation Industrial Education
Taught in:	Industrial Secondary Schools under the Ministry of Education

Graduates from Specialized Industrial Education either seek work or advance to further education at the post-secondary non-tertiary level (ISCED 4).

Artisan and craft programmes are offered at the post-secondary non-tertiary level (ISCED 4).

Duration:	1 year and 2 years respectively
Admission requirements:	Upper secondary education students who attain a higher mark than D- for Artisan and D+ for Craft in Kenya Certificate of Secondary Education (KSCE)
Taught in:	National Polytechnics and Technical Universities

Graduates either seek work or advance to tertiary education programmes (ISCED 5-8). Previously, the access to tertiary general education opportunities for these graduates was limited. As part of the reforms, universities are increasingly giving further education opportunities to the graduates based on their experience.

The **Diploma, Higher Diploma, and Bachelors of Technology** are offered at the tertiary education level (ISCED 5-8).

Duration:	3 years for Diploma and Higher Diploma and 4 years for the Bachelor's degree
Admission requirements:	Upper secondary education students who attain a higher mark than C+ for Diploma or Higher Diploma, and B+ for Bachelors of Technology in Kenya Certificate of Secondary Education (KSCE)
Taught in:	National Polytechnics and Technical Universities

Graduates either seek work or advance to other tertiary education programmes (ISCED 7-8).

Non-formal and informal TVET systems

A number of ministries offer non-formal TVET programmes, including the Ministry of Labour, East Africa Affairs and Social Protection, Ministry of Trade and Industry, Ministry of Water, Ministry of Tourism, and the Ministry of Public Service, Youth and Gender Affairs. Some examples include:

Programme:

Ministry/organization responsible:

Target audience:

Admission requirements:

Qualifications received:

On-the-Job training

Micro and Small Enterprises Authority (MSEA)

Micro and small enterprise (*Jua Kali*) artisans

Any level of education with willingness to learn a skill

Artisan skills for self-employment or to be employed in a specific trade. At present, the trainees do not receive a certificate. However, there is a shift towards encouraging the trainees to obtain a certificate through the National Institute of Training Authority (NITA) under the Ministry of Labour in order to show their prior qualifications. A newly established National Qualification Authority in the Ministry of Education will be able to equate the prior learning and certificate accordingly.

Programme:

Ministry/organization responsible:

Target audience:

Admission requirements:

Qualifications received:

Government Trade Test III

National Industrial Training Authority (NITA)

Employees in private industries or organizations

Any level of education

Trade Test III Certificate

Programme:

Ministry/organization responsible:

Target audience:

Admission requirements:

Qualifications received:

Apprenticeship

National Industrial Training Authority (NITA) and the Kenya National Chamber of Commerce and Industry (KNCCI)

Employees in industries

Any level of education acceptable to employers

Apprenticeship Skills

Previously, trainees have been taking technical courses in TVET institutions and would proceed to explore their prospects in the labour market. However, as part of the current TVET reforms including TVET Act no. 29 (see below), sector skills councils are engaged to develop occupational standards and actively participate in curriculum assessment to ensure their compliance with the latest competency levels.

2. TVET strategy and key policy documents

The following key documents help guide the development of TVET in Kenya:

Name of document	TVET Act No. 29 of 2013
Date entered into force	2013
Website link	http://t1p.de/0k9l
Key points and objectives	
<p>The TVET Act No. 29 of 2013 establishes the TVET management and administration system and sets out how the provision of TVET is implemented. It stresses the need for the development of dynamic and responsive curricula to upgrade life skills and transfer technology through collaboration between TVET institutions and industries. It also establishes the TVET Authority, a body responsible for registration and quality assurance, and the Curriculum Development, Assessment and Certification Council which is tasked with the development of a curriculum for the above mentioned purpose.</p>	

Name of document	Sessional Paper No. 1 on Reforming Education and Training Sectors in Kenya of 2015 (based on Sessional paper No.14 of 2012)
Date entered into force	2015
Website link	http://t1p.de/m9s3 (No. 14 of 2012: http://t1p.de/seip)
Key points and objectives	
<p>The <i>Sessional Paper No. 1 of 2015 on Reforming Education and Training Sectors in Kenya</i> establishes the three education sectors in Kenya, namely basic, TVET and university education. It includes numerous proposals centered around advocating for improvements in the areas of access, equity, quality and relevance of education. These suggestions cover governance and management, teacher education and development, planning implementation, monitoring and evaluation, and financing through greater public-private partnerships.</p>	

Name of document	TVET Reform Strategy - TVET Strategic plan for the period 2016-2020
Date entered into force	2016
Website link	http://t1p.de/18ov
Key points and objectives	
<p>The Reform Strategy introduces a number of measures with the aim of developing an attractive as well as inclusive and accessible TVET system. The proposed measures aim to improve the quality of education and training by introducing appropriate teaching and learning support interventions for TVET institutions and expanding infrastructure. It also emphasizes the importance of strengthening relations with stakeholders to improve the management of the TVET system, including financial management and resource mobilization.</p>	

3. Governance and financing

Governance

The **State Department of Vocational and Technical Training** under the **Ministry of Education** is responsible for the development of TVET and related policies. In addition, the Ministry of Public Service, Youth and Gender Affairs, and the Ministry of Labour, East Africa and Social Protection are involved in TVET. Other actors involved in the development of TVET in Kenya include:

- **TVET Authority**, which is responsible for 17 functions that include accreditation of institutions, programmes and trainers, ensuring quality standards and licensing, regulating and coordinating training, determining national TVET objectives, promoting access and relevance of training programmes with the national socio-economic plans and objectives, amongst others. Learn more in Part II of the TVET Act 2013, mentioned in Section 2.
- **Curriculum Development, Assessment and Certification Council**, which is responsible for the development of TVET curricula and certification. The council is composed of a chair appointed by the Cabinet Secretary, Principal Secretary TVET, Director-General TVET Authority, Representative(s) of the Senate of Technical University, Representatives of TVET Principals, and three members of the industry.
- **National Qualifications Authority**, which is responsible for qualifications and the establishment of a national qualifications framework. The framework aims to promote flexible access to and equity in education, foster quality and relevance of qualifications, evidence based competencies, and provide affordable education, training assessment and qualifications.

Religious institutions, private industries, the Micro and Small Enterprise Authority (MSEA), and the National Industrial Training Authority (NITA) are also active in the TVET sector. MSEA regulates, harmonizes and coordinates the sector and its growth. It was established in 2013 and trains entrepreneurs on business, managerial, and leadership skills, in addition to facilitating their access to the labour market.

NITA deals with industrial training, specifically with assessment and collection of industrial training levy and fees, and educating/qualifying trainers. It is tasked with curriculum development, integrating labour market information, ensuring the equivalence of certificates, accrediting institutions assessing industrial training, evaluating occupational skills, and awarding certifications. It was established under the Industrial Training Act No. 12 of 2012. Learn more about it at: <http://www.nita.go.ke/>.

Financing

A number of ministries are responsible for the financing of the formal and non-formal TVET systems. These include the Ministry of Education, the Ministry of Health, the Ministry of Agriculture, the Ministry of Infrastructure, the Ministry of Water, and the Ministry of Energy.

Public TVET institutions are funded through the National Treasury, but can also receive additional funding through public-private partnerships. They are also supported by a Training Levy under the National Industrial Training Authority, collected from the employers which receive the services of the certified trainees.

Regarding major trends in financing, TVET in Kenya has recently received more attention which has resulted in a larger budget allocation. Funding has also been bolstered through the support of several development partners including the African Development Bank, World Bank and NEPAD, amongst others. Bilateral donor support from the governments of China, Canada, and Germany also contribute to financing the sector.

There are mechanisms in Kenya to mobilize financial contributions from different sources other than the government. In addition to the aforementioned training levy under the National Industrial Training Authority, certain institutions have also set up income-generating activities, including enrolment fees.

TVET in the formal education system is not legally free. The tuition fees range from Kshs (Kenyan Shillings) 30,000 to 80,000 per annum in public TVET institutions (300 – 800 US\$ per annum). The Boards of Governors and Councils set the amount, guided by the Ministry. In private institutions, tuition fees range from Kshs 120,000 to 250,000 per annum (1,200 – 2,500 US\$ per annum), set by the proprietors and Boards of Directors.

4. TVET teachers and trainers

A distinction is made between TVET trainers and instructors. The training and quality of TVET trainers is the responsibility of the Ministry of Education. Trainers teach in national polytechnics, and technical and vocational centres and schools at the secondary education level. Instructors are responsible for teaching in vocational training centres and private industrial centres.

TVET trainers and instructors are required to have various qualifications, depending on the level of TVET taught. At the secondary education level, trainers are required to have a Diploma or Craft Certificate (ISCED 5). At the tertiary education level, trainers are required to have a Higher Diploma or a Bachelor of Technology (ISCED 6).

Pre-service and in-service trainer trainings are offered in technical trainer colleges and universities. Pre-service training takes two years for diploma and four years for university. Those with degrees may also pursue a postgraduate diploma of one year. The students pay for themselves but at times it is subsidized by the government. However, in-service training is offered on a self-finance basis. Sometimes, the government, in conjunction with development partners, may pay for trainers in selected institutions covered in that partnership. Some trainers proactively pay for themselves in anticipation of better placement. Continuous training is encouraged to get in tune with the latest development in the industry though this has not been streamlined. The greatest recent development is that trainers will be under the DTVET and administration will be more streamlined, than it was under the Teachers Service Commission.

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

The Kenyan National Qualifications Framework is currently under development. The National Qualifications Framework is formulating the framework, but the initial plan is to have 10 levels as follows:

Level	Academic qualifications	TVET qualifications
1	Kenya Certificate of Primary Education (KCPE)	Certificate I/ Basic Skills/ Skills for Life
2		Vocational Certificate I / Pre-Vocational
3		Vocational Technical Certificate II
4		Vocational Technical Certificate III
5		Vocational Technical Certificate IV
6	Diploma	Diploma
7	Bachelor's Degree	
8	Postgraduate Diploma / Certificate	
9	Master's Degree	
10	Doctorate	

The framework will correspond to other qualification frameworks in the East African Community (EAC).

Quality assurance

The Technical Vocational Education and Training Regulatory Framework aims to ensure the quality and relevance of learning outcomes related to TVET. The framework is monitored and evaluated by the Technical Vocational Education and Training Authority, which is also mandated to accredit, inspect and license all TVET institutions. Prospective TVET institutions as well as TVET programmes need to satisfy a number of requirements in order to be approved by the authority.

Curriculum

The Curriculum Development Assessment and Certification Council (CDACC) is responsible for the development, updating and quality of TVET curricula. Authorized institutions with the guidance of CDACC develop the curricula. National polytechnics are in charge of developing their own curricula. Industry actors from the respective skill areas are also consulted and provide occupational standards from which the curriculum is developed.

6. Current reforms and policy discussion

Current TVET reforms and policies in Kenya focus on a number of areas.

The **Competency Based Education and Training (CBET) Framework** for Kenya aims to mitigate identified gaps between programmes offered by the TVET Institutions and to align them to the demands of industry.

Challenges

According to the Ministry of Education / Directorate of Technical and Vocational Education and Training (DTVET), Kenya is facing the following challenges to the TVET system:

Poor perception and recognition of TVET

TVET is seen as a less preferred option compared to academic education. The poor perception and lack of social recognition hinders the development of TVET, and adversely affects its choice by the students. This lack of recognition is also reinforced due to the lack of opportunities and pathways to higher education.

Management and coordination

TVET in Kenya is offered in institutions belonging to various ministries, the private sector, and religious organizations. The number of different providers has led to an uncoordinated system with a weak framework and different standards for certification and curricula development.

Financing and governance

A weak governance and finance system is in place, which has a negative impact on the effectiveness of resource mobilization and allocation.

Access and equity to programmes

A majority of TVET institutions are found in large towns which causes issues including increasing access to education and training for marginalized groups.

Poor and inadequate equipment and infrastructure

TVET institutions' poor infrastructure and equipment affects the quality of the education and training provided. As students train with substandard equipment, their absorption in the labour market becomes more difficult and reinforces the mismatch between the supply and demand of skills.

7. References and further reading

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