

REPUBLIC OF KENYA



Ministry of Education

NATIONAL SKILLS DEVELOPMENT POLICY



November, 2020

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EXECUTIVE SUMMARY

This National Skills Development Policy is organized into five chapters, with the first chapter providing the policy overview and context. The second chapter provides a situational analysis of skills development. Chapter three presents the policy statements and options. The fourth chapter provides an overview of the institutional and implementation framework, and chapter five deals with monitoring and evaluation framework of the policy. The appendix provides a list of definition of key terms used in the policy.

The aim of Kenya Vision 2020 is to create a globally competitive and prosperous country with a high quality of life by 2030. It aims to transform Kenya into an industrialising, middle income country providing a high quality of life to all citizens in a clean and secure environment. For Kenya to gain this status, it needs a skilled workforce and a skills development system that adequately prepares young people to enter the labour market. Kenya, however, faces a disconnect between the skills produced and those required for the labour market (skills mismatch).

The goal of National Skills Development Policy is to promote sustainable socio-economic development through the development of a skilled workforce that is employable, productive, enterprising, innovative and competitive. The objectives of the policy include to:

1. Facilitate implementation of the Constitutional, regional and international obligations and commitments that promote equitable access to quality and relevant education; and employment.
2. Provide a framework for integration of skills development into the National and County Government development planning and budgeting as well as sectoral policies.
3. Promote and support labour market responsive education and training to enhance employment, economic development and environmental sustainability.
4. Strengthen coordination, performance, collaboration, cooperation, synergy and participation by all stakeholders in the skills development eco-system.

Policy interventions that work toward the achievement of the goal and objectives of the policy are set out in fifteen areas:

1. Strengthen governance, coordination and planning of skills development.
2. Enhance and sustain equitable access to skills development.
3. Enhance the provision of relevant skills development and reduce the skills mismatch.
4. Promote a viable and sustainable financing mechanism for skills development.

5. Strengthen the capacity to effectively, regularly and in a timely way collect, process, analyse and disseminate relevant and reliable labour market information and anticipation of skills demand.
6. Ensure equitable access to responsive and quality employment services.
7. Ensure the provision of quality skills development.
8. Expand access to pre-vocational courses.
9. Mainstream pre-employment training as a tool for reskilling and upskilling for emerging occupations.
10. Ensure equitable access to quality and sustainable workplace based learning.
11. Promote lifelong learning for all.
12. Strengthen the performance of Institutional Training Providers (ITPs).
13. Enhance skills development for the informal and rural economy.
14. Strengthen the performance of the human resource system.
15. Promote international cooperation and knowledge sharing.
16. Establish a monitoring and evaluation mechanism to ensure the policy interventions are monitored, tracked and evaluated.

This policy will be implemented by various actors including Ministries, Counties, Departments and Agencies (MCDAs), constitutional commissions, private sector, civil society organizations among other key actors. A continuous programme for monitoring and evaluation will be developed; and the policy shall be reviewed within three years to assess its effectiveness and relevance in dealing with national and global skills development issues.

LIST OF ACRONYMS AND ABBREVIATIONS

ACE	Adult and Continuing Education
BOM	Board of Management
CAT	Credit Accumulation and Transfer System
CEB	County Education Board
CBA	Collective Bargaining Agreement
CBET	Competency Based Education and Training
CIDP	County Integrated Development Plans
CPD	Continuous Professional Development
FDSE	Free Day Secondary Education
FPE	Free Primary Education
FGM	Female Genital Mutilation
HELB	Higher Education Loans Board
HEST	Higher Education Science and Technology
ITP	Institutional Training Providers
ILO	International Labour Organization
IRE	Informal and Rural Economy
KLMIS	Kenya Labour Market Information System
KNQF	Kenya National Qualifications Framework
LLL	Lifelong Learning
LMI	Labour Market Information
MCDA	Ministries, Counties, Departments & Agencies
MCP	Master Crafts Persons
MDA	Ministries, Departments & Agencies
MTP	Medium Term Plan
NEET	Not in Employment, Education or Training
NRF	National Research Fund
PES	Public Employment Services
PrES	Private Employment Services
R&D	Research & Development
RPL	Recognition of Prior Learning
RSD	Rapid Skills Development
TOT	Training of Trainers
SDG	Sustainable Development Goals
STEM	Science Technology Engineering and Mathematics
ST&I	Science Technology & Innovation
TVET	Technical Vocational Education & Training
VTT	Vocational Training Institutions
YEDF	Youth Enterprise Development Fund
WBL	Workplace Based Learning
WEF	Women Enterprise Fund

FOREWORD



The Government is committed to ensuring that no youth are left behind in access to quality and relevant education; and employment. Article 55 provides for the right to accessible and relevant education and training including employment for the youth. Article 56 of the Constitution provides for the right to special opportunities in educational and economic fields including special opportunities for access to employment, for minorities and marginalized groups. Article 54 of the Constitution provides for the right to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person. The Government is also committed to implementing international and regional commitments related to the development of employable skills, such as African Agenda 2063, 2030 Agenda for Sustainable Development and ILO conventions among others.

The National Skills Development Policy aims at promoting sustainable socio-economic development through the development of a skilled workforce that is employable, productive, enterprising, innovative and competitive. The policy will address the existing skills mismatch that makes our country highly vulnerable to youth unemployment and threatens our Vision 2030 goal of creating a globally competitive and prosperous nation with a high quality of life. The policy has thus been formulated to provide an overall framework and define the key measures required to address the critical issues of skills development access, equity, quality, relevance, governance, financing, labour market information and anticipation of skills demand and international cooperation and knowledge sharing. The policy develops policy options to address these issues.

The National Skills Development Policy is a product of a highly participatory and consultative process bringing together representatives from Ministries, Counties, Departments and Agencies (MCDAs), Development Partners, Civil Society and the Private Sector.

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Cabinet Secretary, Ministry of Education

ACKNOWLEDGEMENTS



The National Skills Development Policy has been developed with the invaluable input and support of Ministries, County Government, Departments and Agencies (MCDAs), development partners, civil society and the private sector.

The State Department for Post Training and Skills Development has been instrumental in spear heading the process of developing this policy. The first draft of the policy was developed through a consultative process led by a technical committee comprising of members drawn from the State Department for Post Skills development (PTSD), State Department for Labour (SDL), National Industrial Training Authority (NITA), National Employment Authority (NEA), Central Organization of Trade Unions (COTU), Federation of Kenya Employers (FKE), International Labour Organisation (ILO) and the Kenya National Qualifications Authority (KNQA). The draft policy document was thereafter presented to the key stakeholders in various meetings. The stakeholders' insights, written submissions and discussions have driven the process and shaped the final policy document. The policy, therefore, reflects the wide range of concrete actions that were proposed by the various stakeholders.

Appreciation goes to the members of the technical committee for their commitment, tireless efforts and invaluable contributions throughout the entire policy development process. Gratitude is also extended to all the stakeholders at the national and county level that participated in the various consultative meetings for their invaluable inputs and contributions. Special gratitude goes to the development partners, including the International Labour Organisation (ILO) and GIZ for their financial and technical support towards developing this policy.

Mr. Alfred K. Cheruiyot, CBS

Principal Secretary, State Department for Post Training and Skills Development

CHAPTER ONE

POLICY OVERVIEW AND CONTEXT

1.1 Introduction

The Constitution of Kenya provides a platform for equitable provision of quality and relevant skills development. The National Skills Development Policy seeks to position skills development as an important means of addressing the socio-economic development of Kenya. For the purpose of this policy, skills development refers to the development of knowledge, competence and experience, with a high occupational concentration, needed to accomplish tasks in the labour market. Skills development therefore includes education that has a vocational skills component, pre-vocational training, Vocational and Technical Training (VTT), pre-employment training, Workplace Based Learning (WBL), training for the informal and rural economy, lifelong learning and employment-oriented training. The target group of skills development is broader in scope than that of VTT as it includes youth that have completed formal schooling, school drop-outs, illiterate persons, workers in formal and informal economies and the marginalized sections of society.

1.2 Rationale

The aim of Kenya Vision 2020 is to create a globally competitive and prosperous country with a high quality of life by 2030. It aims to transform Kenya into an industrialising, middle income country providing a high quality of life to all citizens in a clean and secure environment. For Kenya to gain this status, it needs a skilled workforce and a skills development system that adequately prepares young people to enter the labour market. Skills development is critical in improving the employability of individuals, increasing productivity and competitiveness of enterprises; reducing unemployment, poverty and exclusion; strengthening innovation; and attracting investment. It further facilitates the transition of the country from an informal economy to a formal economy. Its significance has been amplified with the increasing pace of globalisation, technological changes and climatic change.

Kenya, however, faces a disconnect between the skills produced and those required for the labour market (skills mismatch). The skills mismatch challenge has been articulated in various Government reports. These include the report of the Commission of Inquiry on Public Service Structure and Remuneration Commission (1971), also known as the Ndegwa report; the report of the National Committee on Educational Objectives and Policies (1976), popularly known as the Gachathi report; the National Sessional Paper No. 1 of 2019 on Reforming Education and Training for Sustainable Development in Kenya; the Sessional Paper No. 4 of 2013 on Employment Policy and Strategy for Kenya; the Medium Term Plan III (2018-2022) and the National Education Sector Strategic Plan (2018-2022). In addition, a skills mismatch

survey conducted by the Federation of Kenya (2018) found there has been an increased trend in skill mismatch in the labour market, which leads to wastage and mass unemployment among Kenyans.

The skills mismatch has contributed to low absorption of graduates into the labour market and a high youth unemployment rate. The current unemployment rate is 10.4% and labour underutilization rate is 17.2%. The highest proportion of the unemployed was recorded among the age cohort 20–24 years and 25-29 years, registering 22.8% and 21.7% respectively. Further, the highest rate of labour underutilization is observed in the age group 20-24 at 32.7%. In addition, youth aged 15–34 years recorded the highest percentage of persons in NEET (Not in Employment, Education or Training) at 18.2% (Kenya National Bureau of Statistics, August 2020). The skills development eco-system has to therefore focus on delivering a labour market responsive skills development system.

1.3 Problem statement

Since independence, Kenya has not had a single and clearly defined or codified National Skills Development Policy. As a result, the skills mismatch challenge facing the country over the years has not been adequately addressed. This means that the education and training sector is not effectively providing the skills demanded in the labour market. Accordingly, the Medium Term Plan III (2018-2022) indicates that a National Skills Development Policy should be developed within the plan period.

1.4 Goal, objectives and principles

1.4.1 Policy goal

The overall policy goal is to promote sustainable socio-economic development through the development of a skilled workforce that is employable, productive, enterprising, innovative and competitive.

1.4.2 Policy objectives

The objectives of the policy include to:

- a). Facilitate implementation of the Constitutional, regional and international obligations and commitments that promote equitable access to quality and relevant education; and employment.
- b). Provide a framework for integration of skills development into the National and County Government development planning and budgeting as well as sectoral policies.
- c). Promote and support labour market responsive education and training to enhance employment, economic development and environmental sustainability.

- d). Strengthen coordination, performance, collaboration, cooperation, synergy and participation by all stakeholders in the skills development eco-system.

1.4.3 Policy guiding principles

The policy guiding principles include: -

a).	Transparency and accountability	Affirm and enhance information sharing for skills developing planning and resource mobilization efforts;
b).	Equal access and opportunity	Facilitate equitable access to quality and relevant skills development opportunities;
c).	Relevance	Prioritize labour market responsive skills development;
d).	Quality	Provide quality and competitive skills development;
e).	Effectiveness	Align skills development resources to national development priorities;
f).	Lifelong learning	Promote a culture of lifelong learning;
g).	Linkages	Promote a culture of partnering and collaborating in skills development.

1.5 Policy approach

The following approaches will be used in realizing the objectives of this policy:

- a). Rights based approach to ensure access to skills development;
- b). Affirmative action to address inequalities in access to skills development;
- c). Quality integration in all skills development interventions;
- d). Good governance and accountability;
- e). Multi-stakeholder approach;
- f). Information sharing;
- g). Institutional and human capacity development;
- h). Monitoring and evaluation;

1.6 Scope

The National Skills Development Policy applies to National and County Governments, the private sector, non-state actors and development partners, education and training institutions and individuals.

1.7 Policy context

Various laws and policies make reference to quality and relevance in education, and will, therefore inform and affect the implementation of this Policy.

The Constitution of Kenya: Article 55 provides for the right to accessible and relevant education and training including employment, for the youth. Article 56 of the Constitution provides for the right to special opportunities in educational and economic fields including special opportunities for access to employment, for minorities and marginalized groups. Article 54 of the Constitution provides for the right to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person.

Kenya Vision 2030 and its Medium Term Plan – Kenya Vision 2030 recognizes the importance of addressing skills shortages, encouraging innovation and linking skills development to industry. Under the Medium Term Plan (MTP III) - 2018-2022, the Government is committed to supporting skills training as a strategy to deliver on the ‘Big Four’ initiatives: universal health care, food security, affordable housing and manufacturing and employment creation for the youth.

National Sessional Paper No 1, 2019 - presents the framework for delivery of inclusive, equitable, quality and relevant education, training and research that promotes life-long opportunities for all.

National Curriculum Policy, 2018 – presents a framework for guiding the curriculum reform process at all levels of education and training. It outlines provisions for access and transition of all learners through interdisciplinary and flexible curriculum pathways that develop their abilities and talents; and improving efficiency in provision of education and reduce wastage at all levels.

Competency Based Education and Training Policy, 2018 – presents a framework for the delivery and implementation of a Competence Based Education and Training (CBET) system in the Technical and Vocational Education and Training sector.

Internship Policy and Guidelines for the Public Service, 2016 - provides a framework for engagement and management of internship programmes in the public service. It outlines the various provisions and requirements of the programme, selection procedures and roles and responsibilities of various stakeholders in the internship programme.

National Education Sector Strategic Plan, 2018-2022 - outlines the education sector reform implementation agenda in five thematic areas. These thematic areas include access and participation; equity and inclusiveness; quality and relevance;

sector governance and accountability; and pertinent and contemporary issues and values.

County Integrated Development Plans (CIDPs) – present an opportunity to identify skills development priorities and actions at the county level, and to integrate these actions in programmes and initiatives. Under the County Governments Act (2012), CIDPs must have clear outcomes, monitoring and evaluation, and reporting mechanisms. In addition, CIDPs must set out a resource mobilisation and management structure. The mandatory requirement for development of sectoral plans allows room for detailed analysis of skills development priorities and investment needs at the county level.

National regulatory legislation - The Industrial Training Act (2011) provides for the enforcement of quality and efficiency in industrial training; the TVET Act (2013) provides for regulation and coordination of Technical and Vocational Education and Training (TVET); the Kenya National Qualification Act (2014) provides for the establishment of an accreditation system on qualifications; the Science, Technology and Innovation Act (2013) provides for regulation of the science, technology and innovation sector; the University Act (2012) provides for regulation and coordination of university education; and the Basic Education Act (2012) provides for the coordination and regulation of basic education.

Regional and international legislation – African Union Agenda 2063 is Africa’s long-term vision designed to achieve the collective aspirations of the continent—The Africa We Want. It is a strategic framework for the socio-economic transformation of the continent over the next 50 years. It guarantees full access of the youth to education, training, skills and technology, fostering greater links between skills development and industry, closing the skills gap and elimination of youth unemployment.

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for access to education, employment and capacity building required to combat climatic change. SDG 4 provides for inclusive and equitable quality education and promotion of lifelong learning opportunities for all; SDG 8 provides for sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; and SDG 13 provides for skills development to combat climatic change and usher in the green economy.

The ILO Human Resources Development Recommendation, No.195 of 2004, provides for the development of a skills development framework that is responsive to changing technology and trends in the market. In so doing, the framework should ensure that skills demand is matched with supply, career guidance services are provided and Recognition of Prior Learning (RPL) is facilitated.

1.8 Policy review process

The formulation of the National Skills Development Policy was undertaken through a consultative and participatory approach. The process involved various stakeholders both at national and county levels. These included the public sector, private sector, Non-Governmental Organizations (NGOs), Civil Society, Community Based Organisations (CBOs) and development partners.

CHAPTER TWO

SITUATIONAL ANALYSIS

2.1. Introduction

This section provides a broad sectoral overview of the critical issues that impact on Kenya's progress towards equitable access to quality and relevant skills development. The situational analysis focuses on key development sectors that are thematically sequenced. A range of key issues have been identified in each thematic area.

2.2. Thematic areas and key issues

2.2.1 Governance, coordination and planning

An efficient governance, coordination and planning of skills development should be based on shared commitment and collaboration among the players in the skills development ecosystem at national and county levels. The Constitution provides the necessary framework for entrenching good governance in skills development. In addition, various policies and laws have been put in place to strengthen the regulation of skills development in the country. A myriad of Ministries, Departments and Agencies (MDAs), County Government, private and non-governmental organisations work in the area of skills development. In practice, navigating the fragmented and overlapping institutional context is a governance and coordination challenge. To improve governance and coordination of skills development, the MTP III (2018-2022) indicates that a Kenya National Skills Development Council should be established to develop and implement the national skills development framework.

Key issues

- a). Weak inter sectoral linkages;
- b). Weak linkage between education and industry actors;
- c). Weak linkage between national and county government;
- d). Lack of sector skills councils to link education to industry;
- e). Duplicating and overlapping mandates;
- f). Weak monitoring, evaluation and reporting systems.

2.2.2 Access, equity and gender equality

The Government is committed to promoting equal access to opportunities for skills acquisition. In this regard, progress has been made in respect to enrolment and transition of learners in the education system. There has been a steep increase in enrolment of learners in basic education, including a 100% transition rate of learners from primary education to secondary education. The enrolment of learners in VET and university education has also improved. The number of female learners enrolling for

VTT has also improved. (See tables 1 and 2) The growth in enrolment has been driven by increased public financing for the education sector.

Table 1: Enrolment in the education sector

	Sector	No. of learners enrolled		
		2017	2018	2019
1.	University Education	522,059	519,462	509,473
2.	Vocational and Technical Training	267,365	359,852	430,598
3.	Adult and Continuing Education	206,224	212,441	209,082
4.	Secondary Education	2, 830.9	2942.7	3,260.0
5.	Primary Education	10,403.7	10,542.5	10,072.0

Economic Survey (2020)

Table 2: Enrolment of learners by sex in the VTT sector

	Institutions	2017		2018		2019	
		Male	Female	Male	Female	Male	Female
1.	National Polytechnics	24,205	16,513	44,508	30,838	60,234	41,844
2.	Public Technical & Vocational Colleges	29,584	17,982	49,454	34,948	65,347	46,763
3.	Private Technical & Vocational Colleges	35,951	38,689	41,623	43,997	39,484	41,376
4.	Vocational Training Colleges	59,756	44,685	66,894	47,590	81,421	54,129
	Total	149,496	117,869	202,479	157,373	246,486	184,112

Economic Survey (2020)

Notwithstanding the progress made, there are a number of challenges that face access and equity in respect to skills development. Key barriers to access include poverty in households, lack of information networks and inhibitive cultural factors or practices such as Female Genital Mutilation (FGM) and early marriages. Several disadvantaged and vulnerable groups have not adequately benefited from skills development. These groups include school drop-outs, illiterate persons, workers in formal and informal economies and the marginalized sections of society. Among the youth, these groups include: female youth, disadvantaged male youth, youth living on the streets, youth living in informal settlements, youth living with the HIV/AIDS, incarcerated youth, migrant youth, and youth living with disabilities (National Youth Policy, 2019).

Key issues:

- a). Disparities in access;
- b). Inequalities in access by disadvantaged and vulnerable groups;
- c). Insufficient information which inhibits access;
- d). Inadequate funding;
- e). Flexible and modular learning needed to enhance access;
- f). Low transition from secondary education to VTT;
- g). Weak monitoring, evaluation and reporting systems.

2.2.3 Relevance

The Constitution guarantees the right to access relevant education and training in Article 55(a) and access to employment in Article 55(c), for the youth. The Government has made efforts to provide relevant education towards enhancing youth employability. Competence Based Education and Training (CBET) has been introduced in both basic education and Vocational Technical Training (VTT). The objectives of the CBET are to: establish occupational standards which can be measured, train competent individuals with transferrable skills, link education and training to the skills needed by employers, establish a quality assurance system which will have the confidence of all stakeholders, promote lifelong learning through progression and transfer and encourage individuals to achieve their full potential and develop attitudes and abilities to respond rapidly to change. The teachers have also been adequately prepared to deliver CBET through continuous capacity development programmes.

Another reform that has strengthened the provision of relevant education has been the increase in the number of VTTs which provide employable skills to students. Two national polytechnics have also been elevated into technical universities. Further, National Career Guidelines (2018) have been developed to enable educational institutions prepare students for the rapidly changing labour economy by providing a seamless link from learning to earning.

Despite the gains made, the provision of relevant skills development is constrained. Sessional Paper No. 4 of 2013 on Employment Policy and Strategy for Kenya notes that the conversion of middle-level colleges, especially national polytechnics and technical institutions into non-technical public universities without much effort to establish or upgrade other institutions to fill the void increased youth unemployment over the years. More recently, the National Youth Policy (2019) indicates that youth unemployment is attributable to inadequate skills such as technical, entrepreneurship, ICT, innovation and incubation skills.

Key issues:

- a). Weak industry involvement;
- b). Limited use of the dual model of learning;
- c). Insufficient use of labour market information;
- d). Inadequate infrastructure and equipment;
- e). Slow adoption of CBET in university education;
- f). Few universities offering technical degrees;
- g). Weak integration of vocational education in ACE;
- h). Conversion of VTTs into non-technical universities weakens VTT;
- i). Negative perception towards VTT courses and STEM subjects;
- j). Slow adoption of career guidance;

2.2.4 Financing

Establishment of a viable and equitable financing mechanism is essential in the provision of accessible, equitable, quality and relevant skills development at all levels. The Government has established various funding mechanisms to finance education and training. The Government finances basic education through Free Primary Education (FPE) grants and Free Day Secondary Education (FDSE) grants. In addition, capitation grants are provided for Vocational Technical Training (VTT) and university education. Further, the Higher Education Loans Board (HELB) grants loans to assist Kenyan students obtain higher education at recognized institutions within and outside Kenya. The beneficiaries of these loans include students from universities and VTT institutions.

Other funding mechanisms include the Industrial Training Levy Fund, established under the Industrial Training Act, which requires employers to register and contribute to the industrial training levy. Only employers in the Hotel and Restaurant industry (registered under Hotels and Restaurants Act Cap 494 of Kenya) are exempt since they pay the hotel and catering levy. The funding from the industrial training levy has intensified skills development efforts. Under existing funds such as the Youth Enterprise Development Fund (YEDF), Women Enterprise Fund (WEF), UWEZO Fund and various County Government Funds, there are skills development components that are funded.

Despite these efforts, the challenge of increasing public financing for skills development against a background of scarce resources remains. The financing gap is exacerbated by the lack of framework for pooling of public and private resources and stimulating innovative financing.

Key issues:

- a). Resource mobilization strategy for skills development is needed;
- b). Lack of a one-stop national skills development fund;
- c). Inadequate data on funds and beneficiaries;
- d). Low publicity of funds and access modalities;
- e). Inability of beneficiaries to repay loans due to unemployment;
- f). Weak public- private partnerships;
- g). Weak inter-fund linkages;
- h). Training levy cost to employers shifted to workers in terms of lowered wages.

2.2.5 Labour market information and anticipation of skills demand

Labour Market Information (LMI) and anticipation of skills demand is critical in producing relevant skills development. The Government has developed the Kenya Labour Market Information System (KLMIS) that serves as a labour market observatory/intelligence watchtower for the economy through provision of timely, relevant and reliable labour market information. The information provided includes: current jobs as advertised by employers; top occupations per quarter; skills supply and demand; training institutions and programmes; periodic reports on key labour market indicators; and available labour market services. In addition, the Kenya Diaspora Policy (2014), requires Kenya missions abroad to provide information to the Government on skills required in their countries of accreditation in order to encourage the production for such skills for export.

Unfortunately, labour market information has not been adequately used to inform skills development policies, decision-making and programmes. This has largely been due to the lack of a policy framework required for dissemination of labour market information. The Medium Term Plan III (2018-2022) indicates that a policy should be developed to govern the collection, analysis, storage, retrieval and dissemination of labour market information. In addition, it indicates that two critical LMI modules should be developed: one for facilitating information exchange between the East Africa Community (EAC) partner states, migrant workers and Kenyans in diaspora; and another for provision of information on Vocational and Technical Training (VTT).

Key issues:

- a). Lack of a policy framework for governing LMI;
- b). LMI from the regional and international economy is needed;
- c). Difficulty in obtaining LMI from the informal economy;
- d). LMI user needs assessments needed;
- e). Packaging of LMI to inform policies and programmes is needed;
- f). Slow response in providing LMI for emergency situations such as COVID-19;
- g). Weak culture of LMI use;
- h). Weak monitoring, evaluation and reporting systems.

2.2.6 Employment services

Employment services play an important role in job matching, enhancing employability, addressing skill mismatches and linking support directly to employers and workers through operating various active labour market programmes. The ILO Employment Services Convention (ILO, 1948, Article 6) requires employment services to provide job seekers with suitable skills and capacity to facilitate occupational mobility with a view to adjusting the supply of labour to employment opportunities in the various occupations. In addition, the convention requires employment services to aid geographic mobility, including cross-border mobility. Employment services are provided by: Public Employment Services (PES), Private Employment Services (PrES), Career Guidance and Counselling Services and NGOs.

Employment services include collecting data on job vacancies and publicly disseminating this information thus facilitating the rapid match between supply and demand; implementing labour market policies to adjust labour demand and supply; management of unemployment benefits by providing income support for unemployed persons such as unemployment insurance or unemployment assistance; and management of labour migration by coordinating the geographic mobility across borders of persons who want to use and develop their skills in a new working environment.

In line with this, the Government has enacted the National Employment Authority Act (2016) to enhance the provision of Public Employment Services (PES). However, employment services are not readily available to the youth according to the National Youth Policy (2019).

Key issues:

- a). Disparities in access;
- b). Inadequate assistance mechanisms for supporting the unemployed;
- c). Limited information on job vacancies and placements in the informal sector;
- d). Lack of reliable, accurate and timely information on job vacancies in the regional and international labour market;
- e). Few reliable Private Employment Services (PrES);
- f). Weak inter-sectoral collaboration;
- g). Weak monitoring, evaluation and reporting systems.

2.2.7 Qualifications, certification and quality assurance

There should be a framework for qualifications, certification and quality assurance that guarantees the delivery of quality skills development. A skill-based qualification system can accommodate multiple pathways through education, and between education and work. In this regard, the Government has enacted the Kenya National Qualifications Authority Act (2014) which has led to the development of the Kenya

National Qualifications Framework (KNQF). This framework facilitates nationally standardised and acceptable, international comparability of qualifications in Kenya.

In addition, the Recognition of Prior Learning (RPL) Policy (2020) has been developed to provide a framework for recognition of all competencies gained on the job or as a result of informal or unstructured learning experiences. This policy facilitates the identification, assessment and certification of an RPL candidate's knowledge, skills and competencies acquired in non-formal or informal learning, such as work or life experiences, against prescribed standards or learning outcomes.

Despite the gains made in qualifications, certification and quality assurance system, there are inadequacies in the system.

Key issues:

- a) Lack of national standards for:
 - i. Admission requirements
 - ii. Curriculum development
 - iii. Assessment and qualifications
 - iv. Quality assurance
 - v. Credit accumulation and transfer system;
- b) Lack of graduate tracer studies to support quality assurance;
- c) Weak alignment of national qualifications to global benchmarks.

2.2.8 Pre-vocational courses

Pre-vocational education is mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical programmes. Pre-vocational courses are, therefore, preparatory courses preceding the entry into full vocational and technical courses. They offer moderate practical content, moderate scientific and technological content. Hence, successful completion of such programmes does not lead to a technical qualification. The aim is to enable the youth develop the right attitude towards vocational training and facilitate their choice of an occupation.

As early as 1971, the Commission of Inquiry on Public Service Structure and Remuneration Commission (1971), also known as the Ndegwa Report, recommended diversification of the curriculum to allow more secondary schools to offer technical and vocational subjects. Similarly, the National Committee on Educational Objectives and Policies (1976), popularly known as the Gachathi Report, called for the diversification of the school curriculum to include pre-vocational subjects. The report noted that although agriculture and technical subjects were introduced in secondary schools, they were mainly academic. The report therefore advocated a stronger practical orientation even at examination level. As a result, a new education system (8-4-4 education system) was developed that integrated pre-vocational education at both

primary and secondary education. However, these subjects were later dropped due to the financial and human cost of implementing them.

It is in this context that the Government has replaced the 8-4-4 system of education with a new competence based system of education. Under this system, the pre-vocational education has been introduced in the early years' education and middle school education levels. Early years education comprises of 2 years' pre-primary education and 3 years of lower primary; while Middle school education comprises of 3 years of upper primary and 3 years of lower secondary education.

Key issues:

- a). Inadequate equipment and infrastructure;
- b). Lack of centres of excellence;
- c). Low industry participation;
- d). Negative attitude towards pre-vocational courses;
- e). Inadequate number of technical pre-service teacher training institutes;
- f). Inadequate number of technical in-service training institutions.

2.2.9 Pre-employment training

Pre-employment training should aspire to enhance the skill levels of persons who are unemployed, underemployed and those facing an impending layoff, with portable and employable skills. Pre-employment is undertaken through re-skilling and upskilling. Emerging areas in Kenya that require reskilling and upskilling include:

- National infrastructural projects such as the construction of the Standard Gauge Railway (SGR), roads and housing projects, which are utilizing new technologies, have given rise to new occupations and skills needs, and increased the need for reskilling and upskilling;
- As Kenya prepares to take advantage of the 'fourth industrial revolution' that brings together digital, biological and physical technologies, the world of work will face a major transition. A large proportion of the workforce will need to be re-skilled and up-skilled as digitization, automation and advances in artificial intelligence disrupt the world of work.
- The gig or platform economy is transforming the world of work by providing workers with the opportunity to work from any place, at any time and take up whatever jobs suits them. The National ICT Policy (2019) indicates that local, regional and international connectivity solutions will be provided to enhance the creation of online and digital jobs. Currently, the Ajira digital programme is providing young people with access to digital job opportunities. To secure the digital jobs, there will be need for reskilling and upskilling.

- Kenya is endowed with rich coastal and maritime resources which has a huge potential for development of the blue economy. The sustainable exploitation of this economy is evolving as the new frontier for value addition, wealth creation and job opportunities in the country. To fully develop the capacity of the blue economy, there will be need for re-skilling and up-skilling.
- Kenya has an important role to play in developing the green economy. Regulatory reforms and emissions targets will bring about downsizing and restructuring in brown (high carbon) industries. On the other hand, employment growth can be expected in green (low carbon) industries. Transition to the green economy and the eradication of the brown economy will give rise to new occupations and skills needs, and increase the need for retraining and skills upgrading.
- The demographic changes in the world are important for Kenya. In developed countries the population is ageing, while in Kenya large numbers of young people are entering the labour market every year. These demographic changes require that young people are re-skilled and up-skilled to meet the labour market demands of the developed countries. The Kenya Diaspora Policy (2014) indicates that a framework should be developed to conduct pre-departure training targeting potential emigrants in order to improve their competitiveness in the international job market. Likewise, the Kenya Foreign Policy (2014) indicates that it will promote the access by Kenyans to the international labour market.
- Increased focus will be directed to secure rapid expansion of Kenya's share of intra-African and global trade (MTP III 2018-2020). In order to reap the gains in this area, skills upgrading will be required to meet the demands of the regional and global economy.

Key issues:

- a). A Rapid Skills Development (RSD) strategy is required to enhance re-skilling and upskilling for new occupations in areas such as: - National infrastructural projects; Digital economy; Gig/platform economy; Blue economy; Green economy; Labour emigration/pre-departure orientation; Integration into the intra-African and global trade economy.
- b). Inter-sectoral collaboration needed to respond to RSD;
- c). Weak monitoring, evaluation and reporting systems.

2.2.10 Workplace based learning

Employers are important providers of training and have a responsibility to provide training, while employees have a responsibility to pursue opportunities for lifelong learning, whether on the job or through training providers. Apprenticeships, cadetships, traineeships and internships are effective means of bridging school and the world of work for young people by making it possible for them to acquire work experience along with technical and professional training. Support and guidance

should also be provided to assist Micro, Small and Medium Enterprises (MSME) to retrain and upgrade the skills of their workers and to create networks to share information, good practices, and pool resources to support skill development.

In this respect, the Government has established legal and regulatory frameworks for the provision and regulation of Workplace Based Learning (WBL). The Public Internship Policy and Guidelines for the Public Service (2016) provides a framework for engagement and management of internship programmes in the public service. Additionally, the Industrial Training Act (2011) provides regulations for the implementation of apprenticeship programmes in the public and private sector. Although there is a National Volunteerism Policy (2015), it does not make provisions for volunteer WBL.

Key issues:

- a) Disparities in access;
- b) Lack of incentives for private provision of WBL;
- c) Lack of harmonised remuneration rates for apprenticeships;
- d) Lack of recognition of WBL certification in Collective Bargaining Agreements (CBAs).
- e) Weak inter-sectoral co-ordination;
- f) Lack of a regulatory framework for internships in the private sector;
- g) Lack of regulatory framework for volunteer WBL;
- h) Weak monitoring and evaluation and reporting systems.

2.2.11 Lifelong Learning

Life-long learning (LLL) should be available throughout every individuals working life without restriction with regard to age, sex, prior education and training, both within and outside the formal education system, with either public or private funding. Lifelong learning maintains individuals' skills and competencies as work, technology and skill requirements change. The Government recognizes the importance of LLL. The Public Service Human Resource Policies and Procedures Manual (2016) provides a framework for ensuring continuous upgrading of public servants' core competencies, knowledge, skills and attitudes including their ability to assimilate technology to enable them create and seize opportunities for social advancement, economic growth and individual fulfilment. Further, employers in the private sector are expected to provide lifelong learning for their employees according to the Labour Relations Act (2007).

Key issues

- a). Flexible and responsive LLL needed;
- b). Inequalities in access among the disadvantaged and vulnerable;
- c). LLL needs to focus on the aged but active;
- d). Weak private provision of LLL;
- e). LLL needs to be linked to future labour market;
- f). Alignment of LLL to international standards is needed;
- g). Weak monitoring and evaluation and reporting systems.

2.2.12 Institutional training providers

A robust support system is important for ensuring that Institutional Training Providers (ITPs) produce good outcomes for learners engaged in skills development. Several initiatives have been implemented by the Government to improve the performance of ITPs. These include the establishment of County Education Boards (CEBs) to oversee, in consultation with the County Governments, the operation and management of youth polytechnics, pre-primary education including early childhood care and education programmes in the county. In addition, Boards of Management (BOMs) have been established for basic, VTT and university institutions to oversee and promote the best interests of these institutions as they execute their mandates. All public ITPs are provided with financial, infrastructural, curriculum, human resource, quality assurance and regulatory support. Another support mechanism provided is the registration and regulation of private ITPs.

Key issues

- a). National infrastructure master plan for ITPs is needed;
- b). National occupational safety and health plan for ITPs is needed;
- c). Lack of a national code of governance for BOMs;
- d). Land encroachment in some ITPs;
- e). Inadequate provision of funding for private ITPs;
- f). Slow adoption of clean and renewable energy;
- g). Low resilience to environmental disasters;
- h). Local and indigenous technology needs to be used;
- i). Slow adoption of ICT for management and training;
- j). Weak public-private partnerships;
- k). Weak monitoring and evaluation and reporting systems.

2.2.13 Skills for the rural economy

The Informal and Rural Economy (IRE) should be strengthened through skills development to improve productivity, formalization of informal activities including improved working and living conditions. Skills development for the IRE include: informal apprenticeships, community based training programmes, outreach training programmes and post-training support. In this regard, the Government has developed a legal framework for the provision of skills development for the IRE. The Micro and Small Enterprises Act (2012) makes a provision for the skills development of micro and small enterprises. Majority of the skills development undertaken for the IRE, popularly known as the 'Jua Kali' sector, is undertaken through informal apprenticeships.

Key issues:

- a). Literacy and numeracy skills hinders the illiterate from accessing IRE training;
- b). Database of community groups needed for planning of IRE training;
- c). Weak post training support including access to credit and finance institutions;
- d). Weak capacity to assess and certify IRE training;
- e). Lack of centres of excellence;
- f). Low use of intellectual property rights and patenting;
- g). Difficulties in accessing emerging technologies;
- h). Weak coordination and regulatory framework.

2.2.14 Human resource systems

Priority should be given to the preparation of an adequate number of well-qualified teachers, instructors/trainers, Master Crafts Persons (MCPs), and training administrators and to the provision of continuous professional upgrading throughout their careers. Quality standards and certification system for trainers should be established along with provision of opportunities for them to meet such standards. Conditions of work should be comparable with those in industry so as to attract the most talented staff.

The Government is committed to improving the human resource system required to deliver quality skills development. Progress has been made in the provision of adequate numbers of teachers/trainers for education and training particularly in the basic education sector (see table 3).

Table 3: Number of Teachers/Trainers in the public education sector

	Sector	2017	2018	2019
1.	Vocational and Technical Training	9800	8500	12,439
2.	Secondary Education	98,824	99,272	105,234
3.	Primary Education	217,552	218,090	216,729

Economic Survey (2020), TVETA (2020)

Under the TVET Act (2013), all TVET trainers are required to be registered and have licenses. Further, the TVET Standard - CBET Trainers Qualification Framework requires TVET trainers to renew their practicing licenses after every three years upon clocking mandatory points of the Continuous Professional Development (CPD). In addition, the TVET Quality Management System manual and Technical and Vocational Education and Training Quality Assurance Framework for Kenya has been developed to enhance quality management in the TVET sector.

Teachers in the basic education sector are required to be registered under the Teachers Service Commission Act (2012). The requirements for registration as a teacher are provided for in Legal Notice No. 50 of 2016 (The Teachers Service Commission Code of Regulations for Teachers (Amendments), 2016). Continuous monitoring of the performance of teachers is also undertaken to maintain teaching standards under the Teacher Performance Appraisal and Development (TPAD) system.

The appointment and promotion of university lecturers is regulated under the Guidelines for Appointment and Promotion of Academic Staff in Universities in Kenya (2014).

Key issues

- a). Shortage of VTT trainers;
- b). National inventory on all trainers' skills needs is needed;
- c). Inadequate in-service training;
- d). National quality standards and certification system for all trainers is needed;
- e). Attractive career progression guidelines for trainers are needed;
- f). MCPs not recognized as trainers;
- g). Mechanism needed for engaging industry experts as trainers;
- h). Weak monitoring and evaluation and reporting systems.

2.2.15 International cooperation and knowledge sharing

Mechanisms should be established at the international and regional levels for regular exchange of knowledge, experiences, research findings, training standards, qualifications, curricula, teaching and learning materials and innovations in skills development. Africa Agenda 2063 provides for the creation of an African knowledge society through transformation and investments in universities, science, technology, research and innovation; and through the harmonization of education standards and mutual recognition of academic and professional qualifications; the establishment of an African Accreditation Agency to develop and monitor educational quality standards, with a view to expanding student and academic mobility across the continent; creation of the Pan African University and elevation of Africa's role in global research, technology development and transfer, innovation and knowledge production; and harnessing universities and their networks and other options to enable high quality university education.

The Government has made several achievements in Science, Technology and Innovation (ST&I) towards the creation of an African knowledge society. The Science, Technology and Innovation Act (2013) provides the legal, regulatory and institutional framework for the governance of the ST&I sector. Research funding grew from 0.48 % to 0.79% of the GDP. Increased spending on Research and Development (R&D) by private companies and the existence of high calibre sector-based scientific research institutions led to the improved ranking of Kenya in the World Economic Forum Global Competitiveness Index from position 96 in 2013 to 91 in 2016.

Other achievements include: -

- Development of a strategy for the establishment of the National Physical Science Research Laboratory for Engineering;
- Setting up of a secretariat to oversee the activities towards establishment of a nuclear energy facility and legal framework for establishing Kenya Institute of Oil and Gas, and Kenya Institute of Mining and Geology were put in place;
- Establishment of a Pan African University Institute of Basic Sciences, Technology and Innovations at Jomo Kenyatta University of Agriculture and Technology to undertake capacity building in STEM;
- Establishment of three (3) Centres of excellence under the Southern and Eastern Africa Higher Education Centres of Excellence project at Egerton, Moi and Jaramogi Oginga Odinga universities;
- Development of a design for a national ST&I statistics observatory for capturing, developing, sharing and storing national ST&I information;
- Development of rapid test kits for HIV and HBV and a protocol for the management of sand flies using pyrethrum powder by the Kenya Medical Research Institute;

- Development of five vaccines for control of Newcastle, East Coast Fever, Contagious Bovine Pleuropneumonia and Contagious Caprine Pleuropneumonia diseases; animal health diagnostic kits; medicated urea-molasses blocks for livestock; 15 fodder varieties, improved indigenous chicken breeds and poultry feeds; and
- Production of 421 varieties of different crops; provision of 2,700 Sahiwal and Boran bulls to farmers; and installation of 12,000 drip irrigation kits for farmers.

Key issues

- a). Inadequate funding;
- b). Need for a national policy on ST&I;
- c). Inadequate infrastructure and equipment;
- d). Need for innovation/incubation hubs;
- e). Weak diffusion of technology.

CHAPTER THREE

POLICY PRIORITY ACTIONS

3.1 Introduction

This chapter outlines the policy priority areas of the National Skills Development Policy. The policy commitments are anchored on the situational analysis outlined in the previous chapter. Policy actions taken on each priority area are expected to guide skills development. This chapter therefore outlines the specific policy priority areas and the policy actions.

3.2 Governance, coordination and planning

Policy statement: Strengthen governance, coordination and planning of skills development.

Policy actions:

- a). Establish the National Skills Development Council to coordinate the national skills development framework;
- b). Establish Sector Skills Councils (SSCs) to link industry to education;
- c). Strengthen the linkage between education and industry actors;
- d). Strengthen the linkage between national and county governments;
- e). Review and harmonise skills development mandates;
- f). Strengthen monitoring, evaluation and reporting systems.

3.3 Access, equity and gender equality

Policy statement: Enhance and sustain equitable access to skills development.

Policy actions

- a). Improve access to skills development;
- b). Establish affirmative action for disadvantaged and vulnerable groups;
- c). Strengthen information dissemination on skills development opportunities;
- d). Increase funding for skills development;
- e). Promote flexible and modular learning to enhance access;
- f). Improve transition from secondary education to VET;
- g). Strengthen monitoring, evaluation and reporting systems.

3.4 Relevance

Policy Statement: Enhance the provision of relevant skills development and reduce the skills mismatch.

Policy actions

- a). Strengthen industry involvement;
- b). Promote the use of the dual model of learning;
- c). Enhance use of labour market information;
- d). Provide requisite infrastructure and equipment;
- e). Promote adoption of CBET in university education;
- f). Increase the number of universities offering VTT degrees;
- g). Integrate VTT in Adult and Continuing Education (ACE);
- h). Safeguard VTT institutions from conversion into non-technical universities;
- i). Re-brand the image of TVET courses and STEM subjects;

3.5 Financing

Policy statement: Promote a viable and sustainable financing mechanism for skills development.

Policy actions

- a). Develop a resource mobilization strategy for skills development;
- b). Establish a one-stop national skills development fund;
- c). Create a database for funds and beneficiaries;
- d). Improve publicity of funds and modalities for access;
- e). Develop a pro-poor strategy to address loan defaulting among the unemployed;
- f). Strengthen public-private partnerships;
- g). Strengthen inter-fund linkages;
- h). Incentivize contribution to the industrial training levy.

3.6 Labour market information and anticipation of skills demand

Policy Statement: Strengthen the capacity to effectively, regularly and in a timely way collect, process, analyse and disseminate relevant and reliable labour market information and anticipation of skills demand.

Policy actions

- a). Develop a policy framework for governing LMI;
- b). Strengthen provision of LMI from the regional and international economy;
- c). Strengthen provision of LMI from the informal economy;
- d). Strengthen LMI user needs assessment;
- e). Improve packaging of LMI required for informing policies and programmes;
- f). Develop a pro-active response to emergency situations such as COVID-19;

- g). Promote publicity on use of LMI;
- h). Strengthen monitoring, evaluation and reporting systems.

3.7 Employment services

Policy statement: Ensure equitable access to responsive and quality employment services.

Policy actions

- a) Improve the coverage, quality and responsiveness;
- b) Establish viable assistance mechanism for the unemployed;
- c) Provide information on job vacancies and placements in the informal sector;
- d) Enhance dissemination of reliable, accurate and timely information on job vacancies in the regional and international labour market;
- e) Strengthen regulation of Private Employment Services (PrES);
- f) Strengthen inter-sectoral linkages required to improve employment services;
- g) Strengthen monitoring, evaluation and reporting systems.

3.8 Qualifications, certification and quality assurance

Policy statement: Ensure the provision of quality skills development.

Policy actions

- a). Develop unified national standards for:
 - i. Admission requirements
 - ii. Curriculum development
 - iii. Assessment and qualifications
 - iv. Quality assurance
 - v. Credit accumulation and transfer system;
- b). Promote graduate tracer research;
- c). Align national qualifications to global benchmarks.

3.9 Pre-vocational courses

Policy statement: Expand access to pre-vocational courses.

Policy actions

- a). Provide adequate equipment and infrastructure;
- b). Establish centres of excellence;
- c). Promote industry participation;
- d). Rebrand and promote pre-vocational courses;
- e). Increase the number of technical pre-service teacher training institutes;
- f). Increase the number of technical in-service training institutions;

3.10 Pre-employment training

Policy statement: Mainstream pre-employment training as a tool for reskilling and upskilling for emerging occupations.

Policy actions

- a). Develop a Rapid Skills Development (RSD) strategy to govern the re-skilling and upskilling of new occupations in emerging areas such as: - National infrastructural projects; Digital economy; Gig/platform economy; Blue economy; Green economy; Labour emigration/pre-departure orientation; Integration into the intra-African and global trade economy.
- b). Strengthen inter-sectoral linkages required for RSD;
- c). Strengthen monitoring, evaluation and reporting systems.

3.11 Workplace based learning

Policy statement: Ensure equitable access to quality and sustainable Workplace Based Learning (WBL).

Policy actions

- a) Expand access and provision of WBL;
- b) Develop incentives for industry participation in WBL;
- c) Develop harmonised remuneration rates for apprenticeships;
- d) Promote recognition of WBL certification in Collective Bargaining Agreements (CBAs);
- e) Strengthen inter-sectoral co-ordination and linkages with industry;
- f) Develop regulatory framework for internships in the private sector;
- g) Develop regulatory framework for volunteer workplace based learning;
- h) Strengthen monitoring and evaluation and reporting systems.

3.12 Lifelong learning

Policy statement: Promote Lifelong Learning (LLL) for all.

Policy actions

- a) Enhance flexible and responsive LLL;
- b) Mainstream affirmative action in LLL for the disadvantaged and vulnerable;
- c) Enhance inclusion of the aged but active;
- d) Develop incentives for private provision of LLL;
- e) Strengthen the linkage between LLL and future labour market needs;
- f) Align LLL to international standards;
- g) Strengthen monitoring and evaluation and reporting systems.

3.13 Institutional training providers

Policy statement: Strengthen performance among Institutional Training Providers (ITPs).

Policy actions

- a). Develop a national infrastructure master plan for ITPs;
- b). Develop a national occupational safety and health plan for ITPs;
- c). Develop a national code of governance for BOMs;
- d). Strengthen land ownership of public ITPs;
- e). Establish a grant for non-profit private ITPs;
- f). Promote the adoption of clean and renewable energy;
- g). Strengthen resilience to environmental disasters;
- h). Promote adoption of local and indigenous technology;
- i). Enhance adoption of ICT for management and training;
- j). Strengthen public-private partnerships;
- k). Strengthen monitoring and evaluation and reporting systems.

3.14 Skills for the informal and rural economy

Policy statement: Enhance skills development for the Informal and Rural Economy (IRE).

Policy actions

- a). Integrate literacy and numeracy in IRE training to support the illiterate;
- b). Establish a database of community groups to enhance planning of IRE training;
- c). Strengthen post training support including access to credit and finance institutions;
- d). Formalize assessment and certification;
- e). Establish centres of excellence;
- f). Promote use of intellectual property rights and patenting;
- g). Enhance access to emerging technologies;
- h). Strengthen coordination and regulatory framework.

3.15 Human resource systems

Policy statement: Strengthen the performance of the human resource system.

Policy actions

- a). Increase the number of required trainers;
- b). Establish a national inventory of all trainers' skills needs;
- c). Enhance in-service training;
- d). Develop national quality standards and certification system for all trainers;

- e). Develop and implement attractive career progression guidelines for trainers;
- f). Establish mechanism for the recognition of MCPs as trainers;
- g). Establish a mechanism for engaging industry experts as trainers;
- h). Strengthen monitoring and evaluation and reporting systems.

3.16 International cooperation and knowledge sharing

Policy statement: Promote international cooperation and knowledge sharing.

Policy actions:

- a). Increase funding for ST&I;
- b). Develop and implement the national policy on ST&I;
- c). Provide adequate infrastructure and equipment for ST&I;
- d). Increase number of innovation/incubation hubs;
- e). Strengthen diffusion of technology.

CHAPTER 4

INSTITUTIONAL AND IMPLEMENTATION FRAMEWORK

4.1 Introduction

This chapter presents the institutional and implementation framework for implementing the National Skills Development Policy. The institutions identified will facilitate integration and mainstreaming of skills development initiatives within the existing legal frameworks. Implementation of the policy will thus take a collaborative state- and stakeholder- driven approach.

4.2 Implementation framework

This policy will be implemented by various actors including Ministries, Counties, Departments and Agencies (MCDAs), Constitutional Commissions, Private Sector, Civil Society Organizations among other key actors. Development partners will be engaged at various levels to support implementation of the policy. The table below specifies some of the key institutions identified in the different sectors and their specific the roles: -

Table 1: Matrix of actors and their respective roles

Ministry in charge of Education	The Ministry in charge of Education shall: - a). establish a National Skills Development Council to coordinate the national skills development framework. b). provide support on all matters related to education, training and research within this Policy.
Ministry in charge of Labour	Shall provide support on all matters related to employment and labour market information within this Policy.
Ministry in charge of Youth	Shall provide technical support on matters related to skills development for the youth within this Policy.
Ministry in charge of Public Service	Shall provide technical support on matters related to skills development for the public service within this Policy.
Other line Ministries, Departments and Agencies (MDAs) in charge of the rural and informal economy	Shall provide technical support on matters related to skills development for the rural and informal economy within this Policy.
National Treasury	Shall avail adequate budgetary resources for implementation of this Policy.

Attorney General's Office and Kenya Law Reform Commission	Shall provide technical support on all matters related to drafting and amending legislation required to implement this Policy.
Commissions in charge of human resource awareness creation, monitoring and oversight development	Shall provide technical support on matters related to human resource systems within this Policy.
Council of Governors	Shall be the primary conduit for all matters related to skills development for the counties.
County Governments	Shall incorporate skills development in their County Integrated Development Plans.
Development partners	Shall provide technical and financial support at various levels to support the implementation of this policy.
Employers/industry/private sector	Shall provide technical and financial support required for the implementation of this Policy.
Civil society organizations	Shall provide support on awareness creation and monitoring of skills development programmes.
Media	Shall provide support on awareness creation of skills development programmes.
Individual citizens including the youth	Shall participate in skills development and provide relevant support for designing, implementing and monitoring skills development;

4.3 Resource mobilization

The successful implementation of this policy will require adequate financial, human and technical resources to ensure effective and efficient implementation for desired policy outcomes. Funding will be sought from the National Treasury driven by the annual budgetary provisions. Additional support will be sought from development partners and non-state actors.

The strategies include:

- a). Budgetary allocation from the National Treasury;
- b). Support from Development Partners, Private Sector, Civil Society and other funding agencies;
- c). Public-Private Partnerships;
- d). Fundraising activities.

CHAPTER FIVE

MONITORING AND EVALUATION

5.1 Introduction

The implementation of this policy will be tracked using a set of targets and indicators. These targets will be implemented and monitored through annual work plans and medium-term plans. This policy will also be reviewed through a mid-term review. The targets will be benchmarked against best practices from across the globe.

5.2 Monitoring and evaluation

Policy statement: Establish a monitoring and evaluation mechanism to ensure the policy interventions are monitored, tracked and evaluated

Policy actions

- a). Develop a national monitoring and evaluation strategy;
- b). Develop and implement a score card system on key targets;
- c). Establish baselines upon which to measure outputs and outcomes;
- d). Build capacity to undertake monitoring and evaluation;
- e). Conduct mid-term and end-term evaluation;
- f). Conduct rapid annual assessments;

5.3 Policy review

This Policy shall be reviewed every three years to assess its effectiveness and relevance in dealing emerging with skills development issues.

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APPENDICES

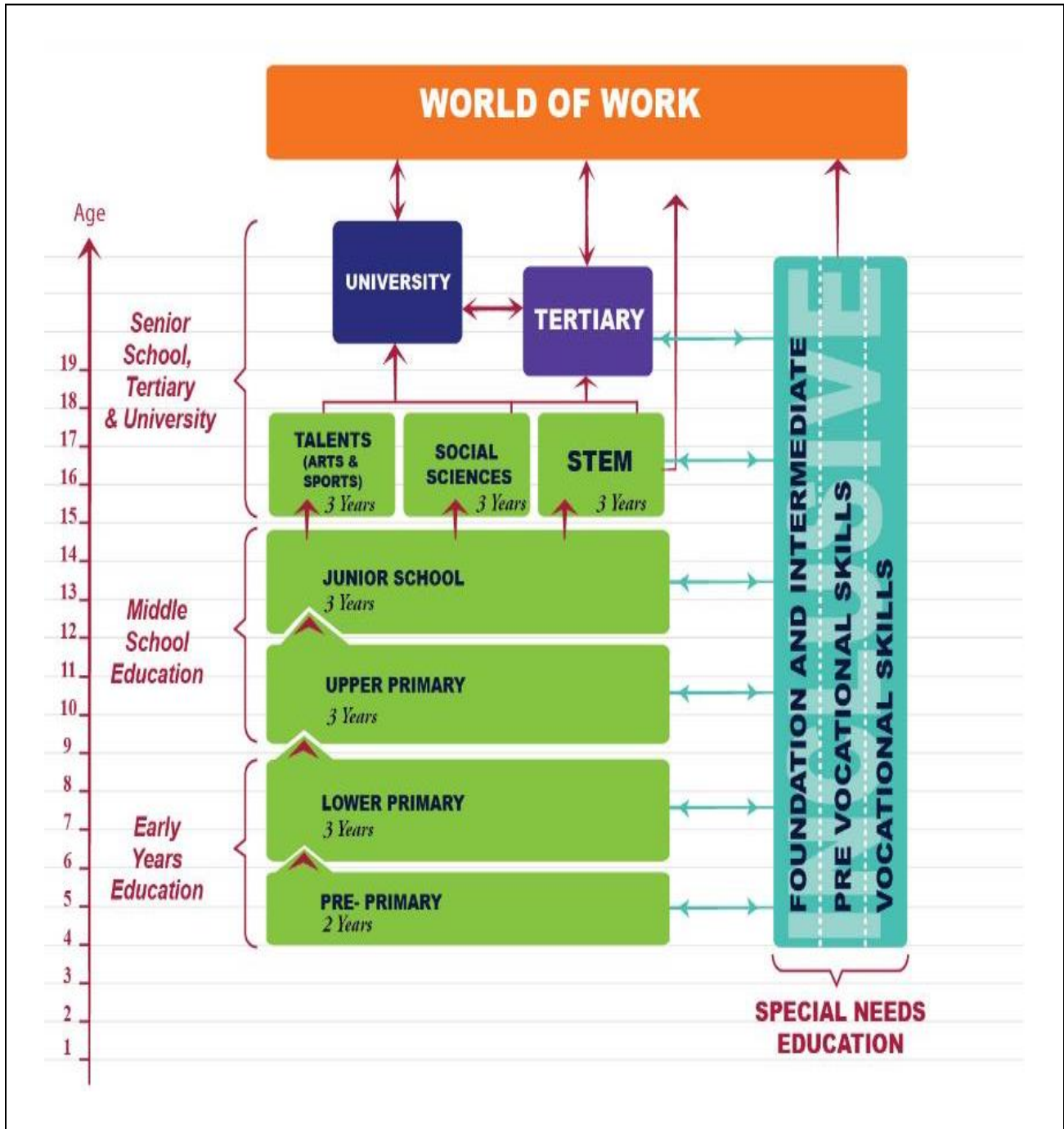
Appendix 1: Definition of key terms

Assessment	Wide variety of methods and tools that educators use to evaluate, measure and document the academic readiness progress, skills acquisition or educational needs of students.
Accreditation:	Process of validation in which colleges, universities and other institutions of higher learning are evaluated.
Blue economy	The sustainable use of aquatic and marine spaces including oceans, seas, coasts, lakes, rivers, and underground water. It encompasses a range of productive sectors, including fisheries, aquaculture, tourism, transport, shipbuilding, energy, bio prospecting and underwater mining and related activities.
Brown economy	Economic development that relies heavily on fossil fuels and does not consider the negative side effects that economic production and consumption have on the environment.
Gig/platform economy	An important component of the platform economy is digital labour platforms which includes both web-based platforms, where work is outsourced through an open call to a geographically dispersed crowd ("crowdwork"), and location-based applications (apps) which allocate work to individuals in a specific geographical area.
Credit accumulation and transfer system	An arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.
Credit accumulation	Totalling of credits required to complete a qualification or part qualification.
Credit	A unit of academic measurement of educational value.
Credit transfer	Vertical, horizontal or diagonal relocation of credits towards a qualification or part qualification in the same or different levels, programmes, departments or institutions.

Dual model of learning	A dual education system combines learning in the industry and education at an education and training institution within one course.
Employability	Possession of portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions.
Green economy	It is defined as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services.
Globalization	The development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labour markets.
Labour market information	Any information concerning the size and composition of the labour market, the way it functions, its problems, opportunities and employment-related intentions of its actors.
Labour market information system (LMIS):	A system that provides information, for the benefit of employers, workers and jobseekers, on the location and types of jobs available and forecasts of changes in the labour market, skill composition of the current labour force and prospective changes over time. It includes aspects of inter-institutional coordination on information collection, compilation, flow, analysis and exchange.
Portable skills	Skills which can be introduced in a different socio-cultural or technical environment, or which can be used in other occupations.

Re-skilling	Learning new skills so that you are able to do a different job or transition to an altogether different field.
Skill	Ability to carry out a manual or mental activity, acquired through learning and practice. It is knowledge, competence and experience needed to perform a specific task or job.
Skills development	Development of knowledge, competence and experience, with a high occupational concentration, needed to accomplish tasks in the labour market.
Skills mismatch	Skill gaps and imbalances such as over-education, under-education, over-qualification, under-qualification, over-skilling, skill shortages and surpluses, skills obsolescence and so forth.
Skill needs anticipation	Any forward looking diagnostics of skill needs expected on future labour markets performed by means of any type of method, be it quantitative or qualitative, including interaction, exchange and signalling between labour market actors.
Up-skilling	Refining the skills you already have or adding new ones to keep relevant in doing the same job or to do it better; similar to layering on to a base of skills that are in place.
Vocational and technical training	Initial and continuing education and training provided by schools, training providers or enterprises that imparts the skills, knowledge and attitudes required for employment in a particular occupation, or group of related occupations, in any field of economic activity.
Tracer studies	Systematic approaches to monitor labour market outcomes of an education institute or curricula, tracing the career steps and labour market status of graduates over a longer time period.

Appendix 2: Structure of the education and training system of Kenya



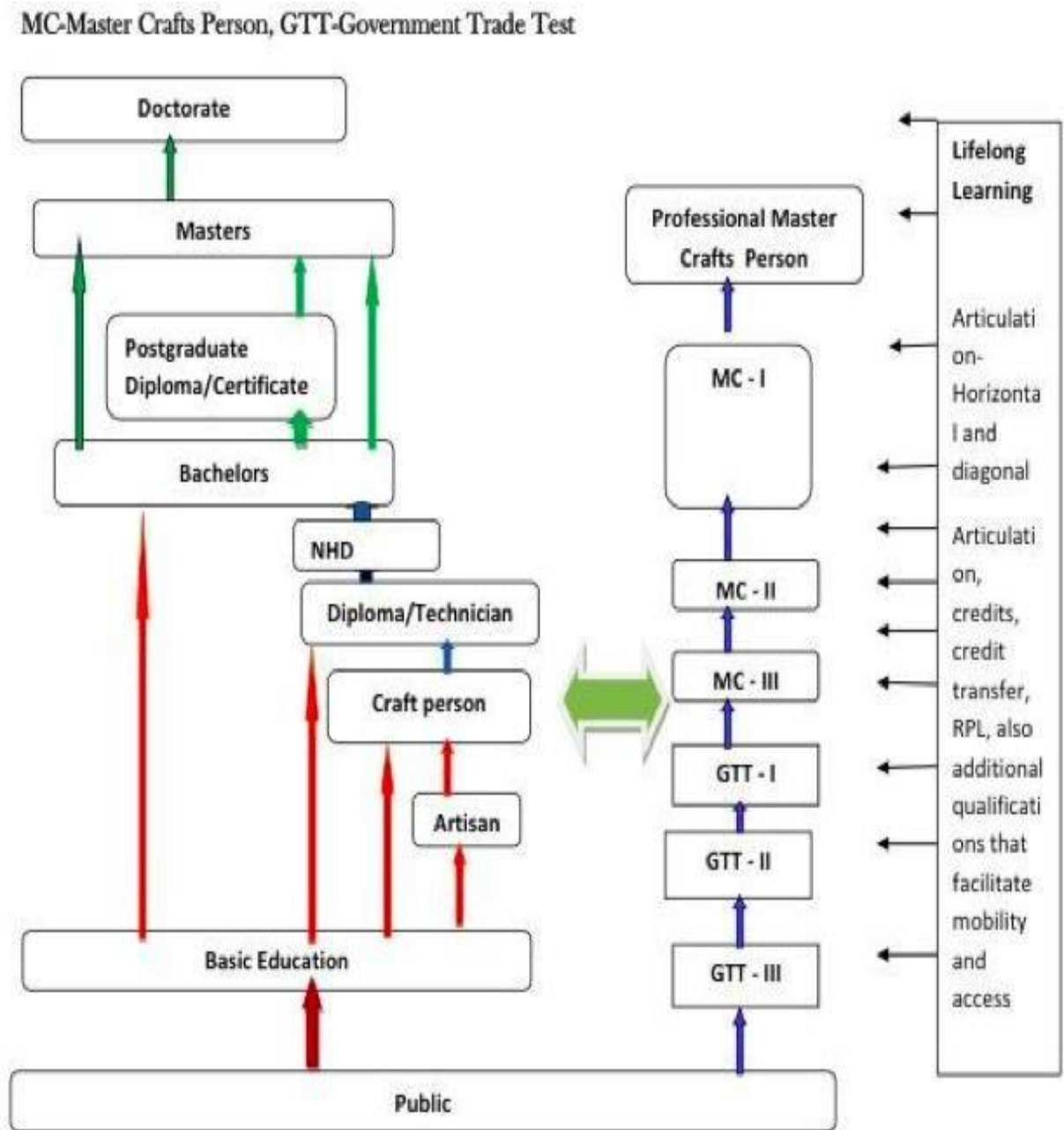
Source: Kenya Institute of Curriculum Development (KICD)

Appendix 3: Kenya National Qualifications Framework

THE KNQF STRUCTURE			
KNQF Level	General and Further Education and Training Sub-Framework		Notional hours (minimum)
10	Doctorate Degree		3600 after KNQA level 9
9	Master's degree		2400 after KNQA level 7
8	Post-Graduate Diploma	Professional Bachelor's Degree	Professional Master Craft Person 1200 after KNQA level 7 or 6000 after KNQA level 2
7	Bachelor's Degree		Master Crafts Person –I or Management Professional or HND or CPA III 4800 after KNQA 2 or 2400 after KNQA level 6
6	National Diploma		Master Crafts Person –II/ Professional Diploma or CPA II 2400 after level 2 or 1200 after KNQA level 5
5	National Craft Certificate National Vocational Certificate- IV		Master Craft Person III or CPA I 1200 after KNQA level 2 or 600 after level 4
4	National Vocational Certificate-III/Artisan Certificate		National Skills Certificate –I GTT-I 600 after KNQA level 2 or 300 after level 3
3	National Vocational Certificate-II		National Skills Certificate -II (GTT - II) 300 after KNQA level 2
2	Secondary Certificate	National Vocational Certificate- I	National Skills Certificate -III /Government Trade Test (GTT-III) Depending to skills acquisition or Level 1
1	Primary Certificate		Basic Skills/Skills for Life Birth Certificate

Source: The Kenya National Qualifications Authority

Appendix 4: Education and training progression pathways



Source: KNQA 2018