REPUBLIC OF KENYA

MINISTRY OF EDUCATION

NATIONAL COMPETENCY-BASED EDUCATION AND TRAINING POLICY - 2025

KENYA VISION 2030

FOREWORD

Competency-Based Education and Training (CBET) is central to Kenya's vision of developing a skilled, innovative, and globally competitive workforce. As the country advances its socio-economic transformation agenda, the education and training sector must continuously adapt to equip learners with relevant competencies that respond to evolving labour market demands, technological change, and national development priorities. This Policy on Competency-Based Education and Training provides a strategic framework to guide the delivery of quality, relevant, and inclusive skills development across the Technical and Vocational Education and Training (TVET) system.

The Ministry of Education is committed to ensuring that education and training systems are responsive, flexible, and learner-centred. CBET strengthens this commitment by shifting the focus from time-based training to the demonstrable acquisition of competencies, while promoting strong linkages with industry, recognition of prior learning, modular and flexible pathways, and lifelong learning opportunities. Through this approach, Kenya seeks to enhance employability, productivity, entrepreneurship, and decent work, while supporting the transition to a digital, green, and inclusive economy.

This Policy aligns with the Constitution of Kenya, Vision 2030, the Bottom-Up Economic Transformation Agenda, and national education and skills development priorities. It complements existing legal and institutional frameworks governing education, training, and quality assurance, and reinforces collaboration among government, industry, training institutions, development partners, and other stakeholders. Its successful implementation will require shared responsibility, sustained investment, and a strong culture of quality, accountability, and continuous improvement.

I call upon all stakeholders in the education, training, and skills ecosystem to embrace this Policy and actively participate in its implementation. Together, we can strengthen the relevance, quality, and impact of competency-based education and training, and ensure that every learner acquires the competencies necessary to thrive in work, contribute meaningfully to society, and support Kenya's sustainable development.

Julius Migos Ogamba, Ebs.
Cabinet Secretary
Ministry of Education

PREFACE

Competency-Based Education and Training (CBET) has been adopted by the Government of Kenya as a key reform approach for strengthening the relevance, quality, and responsiveness of Technical and Vocational Education and Training (TVET). This Policy on Competency-Based Education and Training has been developed to provide a coherent and harmonised framework to guide the design, delivery, assessment, quality assurance, and continuous improvement of CBET across the TVET system.

The development of this Policy is informed by national development priorities, emerging labour market needs, rapid technological change, and the increasing demand for flexible, inclusive, and lifelong learning pathways. While Kenya has made notable progress in implementing CBET, variations in interpretation, application, and quality across institutions have highlighted the need for a clear policy framework to consolidate gains, address implementation challenges, and provide strategic direction for all actors within the skills development ecosystem.

This Policy articulates the Government's commitment to a learner-centred and outcomes-oriented training system that emphasizes the acquisition, assessment, and recognition of demonstrable competencies. It provides policy direction on key areas including curriculum design and delivery, industry participation, modularization, assessment and certification, quality assurance, capacity development, governance, financing, and monitoring and evaluation. The Policy is designed to complement existing legal, regulatory, and institutional frameworks governing education and training in Kenya, and to strengthen coordination among national and county governments, training institutions, industry, regulatory bodies, and development partners.

The document is structured to serve both strategic and operational purposes. It outlines the policy context and rationale for CBET, sets out guiding principles and policy objectives, and presents clear policy statements to guide implementation. Users of this Policy including policymakers, training providers, assessors, industry partners, and other stakeholders are encouraged to apply it as a reference framework for planning, implementation, compliance, and continuous improvement of CBET programmes.

This Policy aligns with the Ministry of Education's mandate to provide quality, equitable, and relevant education and training, and supports national aspirations for human capital development, productivity, innovation, and sustainable development. Its effective implementation will contribute to strengthening skills development outcomes and ensuring that learners are equipped with competencies that enhance employability, entrepreneurship, and lifelong learning.

The successful development of this Policy reflects a shared commitment to advancing quality and relevant competency-based education and training in Kenya. The Ministry looks forward to continued collaboration with all stakeholders in the implementation of this Policy for the benefit of learners, industry, and the nation.

Dr. Esther Thaara Muoria, PhD, CBS,
Principal Secretary
State Department for Technical Vocational Education and Training Ministry of Education

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Mr. Joseph Njau,
Ag. Secretary - Technical Vocational Education and Training
State Department for Technical Vocational Education and Training

ACRONYMS AND ABBREVIATION

ACQF	African Continental Qualifications Framework
ASAL	Arid and semi-arid land
BECF	Basic Education Curriculum Framework
BETA	Bottom-up Economic Transformation Agenda
BOG	Board of Governors
CATS	Credit Accumulation and Transfer System
CBA	Competency Based Assessment
CBC	Competency-Based Curriculum
CBE	Competency-Based Education
CBET	Competency-Based Education and Training
CBETA	Competency-Based Education and Training Assessment
CDACC	Curriculum Development, Assessment and Certification Council
CESA	Continental Education Strategy for Africa
CUE	Commission of University Education
EAC	East African Community
EMIS	Education Information Management System
EQF	European Qualifications Framework
GOK	Government of Kenya
HELB	Higher Education Loans Board
ICT	Information Communication and Technology
IGRS	Intergovernmental Relations Secretariat
ILO	International Labour Organization
IQA	Internal Quality Assurance
KCAT	Kenya Credit Accumulation and Transfer
KNLRD	Kenya National Learners Records Database
KNQF	Kenya National Qualifications Framework
KSTVET	Kenya School of Technical Vocational Education and Training
KUCCPS	Kenya Universities and Colleges Placement Service
LMI	Labour Market Information
MCDA	Ministries Counties, Departments and Agencies
MOE	Ministry of Education
MOLSP	Ministry of Labour and Social Protection (MOLSP)
NEMIS	National Education Management Information System
NGAO	National Government Administration Officer
NGO	Non-governmental Organization
NITA	National Industrial Training Authority
NOS	National Occupational Standards
NSSC	National Sector Skills Council
OAG	Office of Attorney General
PPP	Public-Private Partnerships

PSC	Public Service Commission
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goals
SDTVET	State Department for Technical and Vocational Education and Training
STEM	Science Technology Engineering and Mathematics
TTI	Technical Training Institute
TVC	Technical and vocational college
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
VTC	Vocational Training centre

DEFINITION OF TERMS

Accreditation: A formal recognition by a regulatory authority that a training institution or programme meets required standards.

Assessment: The process of evaluating trainee/learner performance.

Cabinet Secretary: The Cabinet Secretary for the time being responsible for matters relating to education.

Certification: The formal process of awarding a qualification after successful assessment of competencies.

Competency: A measurable combination of knowledge, skills, and attitudes that enables an individual to perform work activities successfully in a given context.

Competency-Based Education and Training: A practical outcome-based learner-centered structured training and assessment approach that allows trainees/learners to acquire knowledge, skills and attitudes to perform tasks to a specified standard.

Continuous Professional Development: Systematic, and intentional process through which expert workers acquire, enhance, and maintain, update, their knowledge, skills, competencies, and attitudes necessary to effectively perform their roles, adapt to changes, and advance in their professional careers

Credit Accumulation and Transfer System: A system that enables learners to accumulate credits for completed learning units or modules or programs and transfer them across institutions or programs for progression.

Curriculum: A structured and planned sequence of learning experiences, including content, learning outcomes, teaching methods, and assessment strategies, designed to guide instruction and ensure the achievement of specific competencies or educational goals.

Dual Training: A CBET approach that encompasses duality in curriculum design, duality in learning/training venues, and duality in assessment centers, and certification.

Financing Mechanisms: Funding arrangements for CBET including government allocations, industry contributions, development partner support, and household fees.

Formative assessment: Continuous and diagnostic evaluation of trainee/learner performance.

Governance: The frameworks, structures, and processes that provide direction, oversight, and coordination in the planning, implementation, and regulation of CBET.

ICT Integration: Use of digital tools, online platforms, and information systems to enhance CBET delivery, administration, monitoring, and learning experiences.

Inaccessible training methodologies: Training methodologies or approaches that create barriers that exclude trainees with special needs or under unique circumstances.

Inclusivity: The principle of ensuring that all learners including marginalized groups, women, persons with disabilities, refugees and those from disadvantaged regions have equal access and participation opportunities.

Industry linkages: Partnerships and collaborations between training institutions and employers to support CBET programs.

Labour Market Information: Data and analysis on employment trends, skill demands, and workforce gaps used to align CBET programs with industry needs.

Learner: An individual enrolled in a CBET program who actively engages in acquiring knowledge, skills, and attitudes through structured or unstructured learning experiences

Learning outcomes: Competencies a learner should acquire and demonstrate upon completion of the learning process.

Lifelong Learning: Ongoing pursuit of knowledge and skills throughout an individual's life for professional and personal development.

Micro-Credentials: Short, focused certifications that recognize specific skills or competencies, often stackable toward larger qualifications.

Modular curriculum: A structured curriculum designed in independent units or modules, each addressing a specific set of competencies, with multiple entry and exit points.

Modular CBET approach: The organization of training into clearly defined independent, competency-based manageable, measurable modules linked to workplace standards.

National Sector Skills Committees: Advisory bodies that identify sector-specific skills needs, support development of occupational standards, and provide industry input into CBET curricula.

Occupational Standards: Benchmarks that define the competencies required for effective performance in a given occupation or sector, developed in consultation with industry and stakeholders.

Qualification: A formal recognition awarded after successful assessment and validation of competencies achieved by a learner at a given level of training.

Quality Assurance: Systematic process used to ensure that CBET programs, delivery, assessment, and certification and graduates of CBET meet established standards and requirements.

Quality Assurance Bodies: Agencies, entities, committees or units that carry out specific quality assurance functions in relation to CBET.

Recognition of Prior Learning: The process of identifying, documenting, assessing, and certifying a candidate's competencies regardless of when, where and how they were acquired against prescribed standards or learning outcomes.

Relevance: The degree to which the training content, competencies, and learning outcomes align with the current and future needs of the labour market, industry demands, and societal expectations, it includes alignment with national development priorities, technological trends, and employer expectations

Resource Mobilization: The process of securing financial, human, and physical resources to support CBET sustainability.

Skills mismatch: the discrepancy between the skills employers need and the skills possessed by the workforce. This entails, skill gap, shortage, over/under qualification, obsolescence and vertical/horizontal mismatch.

Skills Portability: The ability of trainees/learners to transfer competencies and qualifications across jobs, sectors, or countries.

Standards Compliance: Adherence of institutions and programs to nationally or internationally recognized norms and guidelines.

Standards: Predefined benchmarks or criteria that define the expected level of performance or competence for a specific occupation or task.

Summative assessment: evaluation of trainee/learner performance that is conducted at the end of a module or program to measure /determine learners' competency achievement gainst predefined learning outcomes.

Trainee: An individual enrolled in a CBET program who actively engages in acquiring knowledge, skills, and attitudes through structured learning experiences.

Trainer: A professional responsible for delivering CBET training, guiding trainees/learners, and assessing competencies.

Workplace Simulation: Practical training activities replicating workplace environments using modern equipment and tools.

CHAPTER 1 INTRODUCTION

This chapter presents the background information on competency based education and training, it explains the core problems affecting CBET implementation in Kenya and underlying causes. It also provides rationale for the CBET policy and highlights the goal, objectives, principles and scope of application of this policy on CBET.

1. 1 Background

Technical and Vocational Education and Training (TVET) plays a pivotal role in equipping individuals with the practical knowledge, skills, and competencies needed to support sustainable livelihoods, drive inclusive economic growth, and promote environmental stewardship. By empowering citizens to participate actively in both the economy and society, TVET contributes directly to addressing critical global challenges such as unemployment, poverty, climate change, and social exclusion.

In an era marked by rapid technological advancements, shifting labour markets, and the need for green transitions, TVET systems must evolve to remain relevant and responsive. A robust and dynamic TVET sector is essential not only for improving employability and entrepreneurship but also for fostering resilience, innovation, and lifelong learning. Therefore, strengthening TVET is fundamental to achieving sustainable development, ensuring equity, and preparing societies for the future of work.

Traditional TVET focused on theoretical knowledge and time-based instruction and emphasized classroom learning over hands-on experience. The curriculum in use then, was inflexible, trainer -centered, and not aligned with labor market needs, hence TVET graduates often lacked the practical skills demanded by employers. In response to this, competency-based approaches emerged in America in the 1960s to 70s, largely influenced by the demand for greater accountability and measurable outcomes in education. Through the 1980s and 90s, competency based approaches in TVET systems gained traction not only in the United States but also in other developed and industrialized countries namely, Australia, the UK, Germany, and Canada. These countries integrated competency-based approaches into national TVET systems and qualifications frameworks to address skills gaps, enhance workplace readiness, and improve productivity to support economic growth. To operationalize Competency based education and training (CBET) approaches, TVET institutions in these countries strengthened collaboration with industry stakeholders, institutionalized dual training models, and established mechanisms for the continuous review and alignment of curricula with emerging technologies, labour market demands, and sector-specific standards

Over time, TVET has transformed from traditional approaches to competency-based approaches also referred to as CBET. The CBET approaches emphasize on acquisition of practical, job-ready competencies aligned with industry needs, ensuring education and training systems that are relevant and responsive to labor market demands. CBET emphasizes learner/trainee mastery of specific competencies, skills and knowledge, assessment based on performance outcomes and individualized pacing whereby trainees/learners progress as they master content.

Building on this foundation, many countries globally have since adopted CBET within their national TVET systems and qualifications frameworks. This is part of the efforts to align education and training with labor market demands and to address their specific skills development needs, economic priorities, and labour market dynamics. The developed and industrialized countries are leaders in CBET systems that are well-aligned with industrial needs through strong partnerships with employers. Developing countries majorly in Asia (India, Bangladesh, and Indonesia) have made notable strides in modernizing TVET and transiting to CBET.

Across Africa, the adoption of Competency-Based Education and Training (CBET) within Technical and Vocational Education and Training (TVET) systems is increasingly recognized as a critical mechanism for addressing skills mismatches, low workplace readiness, and persistent youth unemployment. This shift is strongly aligned with the African Continental Qualifications Framework (ACQF), which promotes learning outcomes–based qualifications, transparency, comparability, and portability of skills across national borders. In parallel, the African Union TVET Strategy 2025–2034 emphasizes CBET as a core reform instrument for strengthening the relevance, quality, and responsiveness of TVET systems to labour market needs, enhancing employability, and supporting inclusive and sustainable economic growth. In this context, several African countries; including Ghana, South Africa, Tanzania, Uganda, Rwanda, and Kenya, have integrated CBET into their national TVET systems and qualifications frameworks as a strategic response to skills gaps, productivity constraints, and the need to build a skilled workforce capable of supporting industrialization, regional integration, and labour mobility across the continent.

Kenya has embraced CBET through implementation of targeted reforms by shifting from TVET that was previously theoretical knowledge based, exam-centered, focused on paper qualifications, with outdated curricula and insufficient industry input. This transition was guided by recommendations of a task force on the “Realignment of the Education Sector to the Constitution of Kenya 2010”. The taskforce commissioned in 2011 and chaired by Prof. Douglas Odhiambo. The Odhiambo Report (2012) made recommendations that emphasized the need for realigning education policies, structures, and practices to the values of the Constitution and national development goals. The recommendations called for curriculum reforms, enhanced funding to support for education and training, human

resource capacity enhancement, enhanced access, equity, inclusion and support systems for learners with special needs and disabilities, strengthening of education agencies, mainstreaming of information communication and technology (ICT) in education and training, establishment of an independent quality assurance body, governance and structural reforms. The recommendations led to development of the Basic Education Act (2013) - CAP 211, TVET Act, 2013 - Cap, 210A) and the rollout of and implementation of competency based curriculum (CBC), competency based education (CBE) and CBET in Kenya in 2017. The report also led to the Sessional Paper No. 1 of 2019, which formally articulated the shift toward a Competency-Based Education and Training (CBET) model in Kenya. In 2016, the CBET approach was launched in Kenya's TVET sector, leading to the development of a CBET Policy Framework in 2018.

The Report of the Presidential Working Party on Education Reform (PWPER), 2023 on "Transforming Education, Training and Research for Sustainable development in Kenya' made several recommendations including curriculum reforms, strengthening TVET industry linkage, enhancing access, equity and inclusion and support systems, resource mobilization and funding, human resource capacity enhancement, governance and structural reforms.

1. 2 Policy Issues

The reforms in education and training in Kenya target quality, relevance, access, equity, inclusivity, governance and management of education and training, with specific focus on adoption of competency-based approaches. The main objectives of adoption of CBET approach is to enhance acquisition of practical skills, values, attitudes, and competencies that are relevant to the dynamic world and labour market needs, society needs and promote employability and lifelong learning through flexible and learner-centred training models. The reforms also focus on governance and management of education and training, and integration of emerging technologies including ICT and Artificial Intelligence.

TVET is multi-sectorial, therefore successful implementation of the reforms in TVET requires multi-sectoral robust policies to institutionalize a structured, well-coordinated CBET approach that focuses on the acquisition and demonstration of clearly defined competencies aligned with industry occupational standards.

The transition to CBET in TVET institutions in Kenya began in 2017 and was formalized through the 2018 CBET Policy Framework with full implementation commencing in 2023. Despite this progress, CBET implementation continues to face significant challenges affecting governance curriculum development, delivery, assessment, certification, quality assurance, and equitable access. Key challenges include uncoordinated implementation across institutions, subsectors, and ministries, inadequate curriculum development, assessment, and certification systems, and weak quality assurance and coordination mechanisms. Additional constraints include

insufficient industry linkages, limited infrastructure, inadequate funding and investment, low trainer and assessor capacity, limited data on labour market intelligence, weak stakeholder engagement, low public awareness of CBET principles and benefits, and low enrolment in CBET programmes.

Challenges encountered in the implementation of CBET have exposed gaps in the 2018 CBET Policy Framework, particularly its limited guidance on objectives of CBET, effective coordination and implementation across institutions. These gaps have contributed to inconsistencies, weak standardization, and fragmented delivery of CBET programmes. Furthermore, lessons from the CBET rollout since 2023 indicate that the framework has not kept pace with emerging developments in the TVET ecosystem, including evolving regulatory arrangements, rapid technological advancements, changing labour market demands, the growing need for flexible and learner-centred training models, and increasing demand for globally recognized qualifications.

The key issues affecting effective implementation of CBET are interrelated, they include:

i. Lack of a comprehensive and robust CBET policy framework resulting in weak governance and fragmented coordination of CBET among different sector players.
ii. Weak collaboration and inadequate industry involvement in CBET curriculum implementation resulting in misaligned training programs that do not adequately reflect industry needs, technological trends and labour market demands.
iii. Inadequate institutional capacity, insufficient infrastructure, training facilities and human resource.
iv. Weak and fragmented coordination of quality assurance mechanisms in the implementation of CBET
v. Unequal access to CBET across different regions as evidenced in disparities in trainee enrollment, infrastructure and resource and distribution, gender and regional inequalities.
vi. Inadequate number of special needs TVET institutions
vii. Inadequate, unreliable and inconsistent funding for CBET and over-dependence on government financing with limited diversification of funding sources.
viii. Low public awareness and understanding of CBET as a viable, high-value education and career pathway, especially in marginalized and underserved communities.
ix. High cost of CBET with regard to tuition, training materials, equipment and assessment.
x. Limited adaptation of CBET curriculum, assessment materials and methodologies to suit the needs of persons with special needs.

The challenges if not addressed will continue to hinder effective implementation of CBET and pose a threat to effectiveness of CBET. This may lead to persistent existence of problems that CBET is supposed to address such as: skills mismatch amongst TVET graduates,

high unskilled labour force, high unemployed graduates due to inadequate work readiness. To address the challenges that hinder effective implementation of CBET, there is a need for robust CBET policy to institutionalize a structured, well-coordinated CBET approach.

1. 3 Rationale for the CBET Policy - 2025

Kenya's labour market is rapidly evolving due to technological advancements, shifting labour market and society needs, and global competitiveness. Traditional TVET approaches have increasingly fallen short in equipping graduates with the practical competencies, work-readiness, and adaptability required in the modern workforce. As a result, employers frequently cite a mismatch between graduate skills and industry requirements. A robust CBET policy is therefore necessary to institutionalize a structured, well-coordinated CBET approach that focuses on the acquisition and demonstration of clearly defined competencies aligned with occupational standards.

TVET institutions are implementing CBET guided by the existing policy, legal and regulatory frameworks. However, the existence of challenges affecting the implementation of CBET approaches point to gaps or limitations in the 2018 CBET Policy Framework document developed to guide the implementation of CBET. Notably, the 2018 Policy Framework does not provide comprehensive strategies to address these systemic gaps, it lacks clarity on its objectives and does not provide clear strategies, coordination framework, for implementation of CBET across various institutions thus leading to lack of harmony, inconsistencies and lack of standardization in implementation of CBET. In addition, the 2018 policy does not align with the current structure of the Public Policy Handbook for Kenya.

Additionally, lessons learnt from the roll out of CBET, since 2023 indicate that the 2018 CBET Policy Framework does not adequately address emerging issues that include changing TVET ecosystem such as changes in regulations, technological advancements, shifting labour market dynamics, the growing demand for flexible and learner-centred training models, and the need for globally recognized qualifications. Consequently, there is a need to develop a robust policy that is informed by lessons and addresses current and emerging issues, aligns with the best practices and is consistent with government development agenda.

This revised CBET policy aims to harmonize the implementation of CBET through the development and adoption of coherent strategies that address governance, curriculum design, development, delivery practices, assessment and certification processes, as well as quality assurance mechanisms. This will thereby enhance the development and implementation of a fully adaptive, inclusive, and sector-responsive CBET system that will contribute to enhancing quality, relevance, and employability of TVET graduates.

1. 4 Policy Goal and Objectives

Vision Statement

A globally competitive responsive education, training, research and innovation system for sustainable development.

M ission Statement

To provide, promote, coordinate equitable, quality and relevant competency based education and training to support sustainable socio-economic development.

To promote, coordinate, and strengthen the delivery of equitable, quality, and labour market responsive Competency-Based Education and Training to enhance employability, decent work, and support sustainable, inclusive, digital, and green socio-economic transformation.

Policy goal

To strengthen and institutionalize flexible, inclusive, and responsive Competency-Based Education and Training approaches across all TVET institutions, promoting equitable access to quality and relevant knowledge, skills and competency development for empowerment, employability, decent work, and transition to more digital, green and inclusive economies and societies.

Policy Objectives

1. To strengthen governance, coordination and management and address fragmentation in CBET implementation.
2. To enhance quality and relevance of CBET in alignment with labour market demands and society needs.
3. To promote access, equity and inclusivity in CBET ensuring no one is left behind.
4. To enhance ICT integration in CBET implementation.
5. To enhance resource mobilization for sustainable financing to support CBET implementation across all levels

1. 5 Principles Guiding CBET in TVET -

1. **Competency focused and outcome-based learning**: CBET is structured around the acquisition and demonstration of clearly defined competencies aligned with occupational standards. It adopts an outcome-based approach where curriculum, instruction, and assessment are all designed to ensure learners can apply knowledge, skills, and attitudes effectively in real-world contexts.
2. **Learner centered flexible training**: CBET emphasizes individualized learning pathways that accommodate different learner needs, paces, and entry points. Modularized curricula enable flexible progression, recognition of prior learning, and stackable certification, promoting inclusivity and access for diverse learner populations.
3. **Industry relevant curriculum**: Training content and competencies are developed in close collaboration with industry stakeholders to ensure relevance to current and emerging labor market demands. Occupational standards guide curriculum development, ensuring that skills taught match employer expectations and workplace requirements.
4. **Practical application**: CBET integrates experiential and hands-on learning through practical training, workplace-based training models such as apprenticeships and dual training to bridge the gap between theory and practice, enhancing learners' employability and readiness for the job market.
5. **Robust assessment and certification systems**: Assessment is focused on demonstrated ability to perform tasks to industry defined standards.
6. **Quality assurance**: Effective implementation of CBET relies on strong quality assurance mechanisms to ensure consistency and credibility in curriculum delivery, assessment and certification.
7. **Trainer competence:** Trainers and assessors must be occupationally competent and proficient in CBET methodologies and technical competencies to support quality outcomes.
8. **Equitable and inclusive access to skills development for all:** Ensuring that all individuals regardless of gender, socio-economic status, geographic location, disability, prior learning, or age including marginalized groups, women, persons with disabilities, refugees and those from disadvantaged regions have fair opportunities to enter, participate in, progress through, and successfully complete skills training aligned to labour market needs through CBET.

1. 6 Scope of the policy

This policy shall apply to National Government, County Governments, Ministries, Departments and Agencies; public and private education and training providers; regulatory bodies, industry and all stakeholders involved in the design, development, delivery, assessment and certification of Competency-Based Education and Training programs

1. 7 Structure of the Policy

This policy document has the preliminary sections and five chapters. The preliminary section comprises the title, foreword, preface and acknowledgment, acronyms, abbreviations and table of contents. Chapter one covers the background information, policy issues, rationale, policy goals and objectives, scope of the policy and the structure of the policy. Chapter two describes the current status of CBET in Kenya highlighting trends, existing frameworks, and barriers to effective implementation of CBET and the next steps. Chapter three covers priority areas in CBET implementation, it highlights key issues affecting CBET and outlines policy statements and the approaches the government will adopt in fulfilling the policy objectives. Chapter four provides coordination and administration mechanisms for the policy implementation, and highlights any organizational reforms that are required to be undertaken for successful implementation of the policy. Chapter five explains how policy strategies, activities will be monitored. Annexes include: policy implementation matrix, policy monitoring and evaluation matrix, institutional structures and mechanisms, references, list of contributors and list of tables and figures.

CHAPTER 2 SITUATIONAL ANALYSIS

This section describes the current status of CBET in Kenya highlighting trends, existing frameworks, and barriers to effective implementation of CBET. It also describes issues, challenges and emerging opportunities for policy enhancement that shape CBET and the factors that impact its implementation. The key issues are categorized into **thematic** areas.

2.1. Status and Trends of Competency Based Education and Training

Global Status and Trends in Competency Based Education and Training implementation

Competency-Based Education and Training has become a central pillar in the reform of TVET systems globally. Its emphasis on demonstrable competencies, alignment with labor market demands, and structured industry participation has informed international policy agendas and strategic implementation frameworks across developed and emerging economies. Closely linked to the emergence and adoption of CBET has been the emergence of modular training as a key strategy for operationalizing CBET by enhancing flexibility, responsiveness, and labour market relevance in TVET. Modular training/learning has gained prominence internationally and regionally as countries seek to break down long, rigid programmes into smaller, competency-based units.

The following review presents the status, key achievements, employability outcomes, and ongoing challenges of CBET implementation in Germany, Australia, Indonesia, Singapore, and the Philippines.

Germany's dual vocational education and training (VET) system remains one of the world's most successful CBET models. It integrates company-based apprenticeships with school-based instruction, ensuring that occupational competencies are clearly defined and assessments are directly tied to workplace performance. The system's effectiveness is reinforced by close collaboration between employers, chambers of commerce, and social partners, guaranteeing that curricula remain responsive to labour market needs (OECD, 2022). This alignment has consistently produced strong outcomes. VET graduate employment rates remain among the highest in Europe, exceeding 90% in recent years. However, emerging challenges include the need to update occupational standards in response to digital and green transitions, as well as to address demographic and regional disparities that affect youth employment (CEDEFOP, 2024).

Australia operates a nationally coherent and highly developed CBET framework. The system is built around nationally endorsed training packages and competency-based assessments. Supported by strong data and quality assurance mechanisms, the Australian VET sector emphasizes employability, workplace integration, and responsiveness to evolving skills needs. Employment outcomes are consistently strong, over 80% of VET graduates secure jobs after training, many achieving improved career prospects. While the system is widely

recognized for its adaptability and accountability, challenges persist in ensuring sufficient workplace exposure in certain technical areas and maintaining industry alignment in the face of rapid technological change (NCVER, 2023)

Indonesia has institutionalized CBET through the establishment of a National Qualifications Framework and the adoption of competency-based curricula and assessments across many TVET providers. Progress has been made in expanding work-based learning and industry certification to better match training with labour market demands. Despite these advances, significant challenges remain. Implementation quality is uneven across regions, and many institutions face limited capacity in assessment centres, trainer preparation, and industry partnerships. Skills mismatches and variable employability outcomes persist, though national and ASEAN (Association of Southeast Asian Nations) reviews indicate gradual improvements. Overall, Indonesia's CBET reforms have laid a strong foundation but continue to require systemic strengthening to achieve consistent results (ASEAN, 2022)

Singapore's TVET and lifelong learning system fully integrates competency-based frameworks across all pathways. Central to this structure are the Workforce Skills Qualifications (WSQ) system and the Skills Future initiative, both of which promote modular, employer-led, and industry-aligned training. These frameworks support continuous education and training, ensuring that the workforce remains adaptable to economic and technological changes. High levels of industry participation in curriculum design, combined with generous government incentives for upskilling, have resulted in a highly employable and mobile workforce. However, challenges include ensuring accessibility for lower-skilled workers, managing an expanding number of credentials to maintain clarity for employers, and keeping pace with technological advancements that demand constant reskilling (Tan et al., 2024).

The Philippines has adopted competency-based technical and training approaches across numerous programs. Employment outcomes are regularly tracked through the Study on the Employment of TVET Graduates (SETG), which reports gradually improving employability indicators and stronger linkages between training and job opportunities. Despite significant progress, challenges persist, including uneven training quality among providers, limited employer demand for certified skills, and high absorption of graduates into the informal sector. Regional disparities also affect outcomes. Nonetheless, Technical Education and Skills Development Authority (TESDA) data indicate that approximately two-thirds of TVET graduates join the labour force, reflecting steady but moderate improvement in employment prospects (TESDA, 2023).

Today, modular TVET programmes are widely recognized for enabling flexible learning pathways, prompting lifelong learning, supporting workplace-based learning, and increasing access and inclusion. By allowing learners to complete and accumulate modules

toward full qualifications, modular CBET strengthens the responsiveness of training systems and enhances alignment with labour market skills needs.

Across all the five countries implementation of modular CBET demonstrates clear benefits in aligning education with labour market needs and improving employability. Germany and Australia represent mature, institutionalized models with consistently high employment outcomes. Singapore showcases a forward-looking, lifelong learning approach grounded in strong industry collaboration. Indonesia and the Philippines, though at different stages of implementation, have made considerable progress in expanding access and standardizing competency frameworks but continue to face challenges related to quality assurance, regional disparities, and industry engagement.

Overall, global experiences show that the success of CBET depends on flexibility of training approaches with strong partnerships between training institutions and industry, effective quality assurance systems, and continual adaptation of competencies to emerging economic and technological trends.

Regional status & trends in Competency Based Education and Training implementation

Implementation of the CBET approach in Africa started in South Africa in 1998 to address the acute shortage of professionals such as engineers, technicians and artisans. Other African countries such as Malawi, Ghana, Ethiopia, Tanzania and Rwanda followed suit. In Ethiopia, competence-based TVET was implemented under severe challenges which included lack of adequately prepared trainers and resources, frequent curricula changes, lack of employers' cooperation, discontent of trainers and administrators (Solomon 2016). In Tanzania, the CBET approach started in technical colleges in the year 2002 and was marred with various challenges including low understanding of CBET concept, lack of support facilities and resources, large number of trainees in classrooms, lack of motivation to some trainers due to unfavorable working conditions and low trainees' cooperation attitude (Tambwe 2019).

In the quest to build a knowledge-based economy with a particular emphasis on science and technology as an engine for development, competence-based curriculum was introduced in Rwanda in the year 2015. Urunana (2018) however cites various challenges such as insufficient teaching and training materials, large classes, lack of parental support and inadequate qualified teachers in the Rwandan case. These challenges are similar among many sub-Saharan African countries and point to poor implementation or lack of adequate government support to effectively undertake CBET in the said countries. However, in Kenya the BETA agenda supports skills development for industrialization. This necessitates a robust CBET policy to actualize this agenda as well as Vision 2030.

Competency Based Education and Training in Kenya

Kenya's education and training landscape has undergone significant transformation over the past decade, largely driven by the need to align skills development with labour market demands and promote equitable access to tertiary education. According to UNESCO (2017), tertiary education enrolment in Kenya remained below two percent, indicating limited access to higher education opportunities. As a result, many young people exited school before the age of fifteen and entered the labour market without adequate employable skills.
This situation was compounded by a persistent disconnect between formal education and the realities of the labour market, as the education system historically placed emphasis on cognitive and theoretical instruction at the expense of practical and non-cognitive skill development (OECD, 2016).

In response to these challenges, the Government of Kenya focused on strengthening the TVET sector by allocating additional resources toward technical and vocational education and training (TVET) beginning in 2012. The policy shift was informed by findings from the World Bank (2018), which revealed that a large proportion of Kenyan youth were unable to access university education, leaving them without viable pathways for skills acquisition and employment. However, at the time, most TVET institutions were under-resourced, poorly managed, and financially inaccessible to learners from low-income backgrounds. To address these gaps, the government working closely launched a nationwide programme to establish at least one Technical & Vocational College (TVC) in each constituency and one Vocational Training Centre in each ward in each of Kenya's forty-seven counties. At the same time, existing National Polytechnics (NPs) and Technical Training Institutes (TTIs) were upgraded through infrastructural investment, recruitment of additional trainers, and the introduction of tuition subsidies to enhance access and affordability (World Bank, 2018).
The (TVET) Act of CAP 210A, established a robust institutional framework to operationalize reforms in the sector, including the creation of the TVETA to regulate and accredit training institutions as well as the TVET CDACC to oversee curriculum design and competency assessment. Additionally, the Kenya National Qualifications Authority (KNQA) was established to coordinate qualifications frameworks and recognition of prior learning. This institutional architecture created the foundation for the introduction of flexible and responsive Competency CBET in Kenya's TVET system.

The move towards modular CBET was motivated by the need to improve the quality, relevance, flexibility and responsiveness of skills training to meet labour market and society needs and expectations. Through TVET CDACC, the government initiated the development of demand-driven flexible competency-based curricula designed in close consultation with industry stakeholders. Sector Skills Advisory

Committees (SSACs) were formed to identify sectoral skill needs, review occupational standards, and ensure training content was flexible and responsive to evolving industry requirements. The introduction of Competency Based Assessment (CBA) became a key feature of the new system, focusing on the practical demonstration of skills rather than theoretical examinations.

To support this transition, significant government investment continues to be directed towards modernizing training equipment, expanding infrastructure in TVET institutions, and recruiting qualified trainers and capacity building of trainers to enhance CBET delivery capacity.

The formal adoption of CBET in TVET began in 2018 when the Ministry of Education launched the Competency-Based Education and Training Policy Framework, setting out the national strategy for transitioning from an input- and time-based model to an outcome- and competency-based approach (Ministry of Education, 2018). Between 2019 and 2021, a preparation phase was undertaken, during which TVETA, TVET-CDACC, KNQA and key stakeholders in TVET collaborated to develop occupational standards, design CBET-aligned curricula, and build institutional readiness. Efforts were directed towards training trainers, aligning programmes with national occupational standards, and upgrading infrastructure to support the new pedagogical models (Ministry of Education, 2019).

In 2022, the government scaled up the implementation of CBET across selected TVET institutions. During this period, TVETA developed assessment tools and standard-setting frameworks to guide implementation (TVETA, 2022). In September 2023, Kenya transitioned into a phase of accelerated rollout, with most public TVET institutions delivering programmes under the CBET model. The Kenya Journal of Technical and Vocational Education and Training documented significant improvements in institutional preparedness, as well as growing adoption of CBET methodologies across the sector.

In Kenya, modular approaches gained traction with the development of CBET curricula, the establishment of the Kenya National Qualifications Framework (KNQF), and the implementation of the Kenya Credit Accumulation and Transfer System (KCAT) starting in 2021. In April 2025, the government introduced a major policy reform through the modularization of CBET curricula, allowing shorter training modules to be delivered based on specific industry needs (Ministry of Education, 2025). The flexible, modular approach was officially rolled out in May 2025 adhering to the Competency-Based Education, Training and Assessment (CBETA TVETS 01:2023) Requirements and Guidelines, which outlined standards for CBET delivery and assessment. These reforms aim to enhance relevance, flexibility, and learner progression while aligning training with industry requirements and emerging technologies. Modular CBET has since become a key strategy for supporting youth employability, reskilling, and upskilling, especially within dynamic sectors such as manufacturing, ICT, construction, hospitality, and the green economy. In June 2025, the government announced a clear transition

timeline requiring all TVET institutions to fully adopt CBET by January 2025, signaling the phasing out of traditional curricula. To facilitate the transition, a series of targeted capacity-building and sensitization initiatives were undertaken nationwide by the State Department for TVET and its agencies between 2023 and 2025.

The government envisions full transition to CBET in lower and middle level TVET institutions in 2025. In the medium term, further reforms are expected to extend CBET principles into higher education as cohorts of learners from the Competency-Based Curriculum (CBC) at the basic education level progress into tertiary institutions. This alignment will complete the skills development continuum envisioned in Kenya's education reforms, ensuring that learning at all levels is outcomes-based, industry-responsive, and aligned to the nation's development agenda. To realize this, the Government has established foundational frameworks and structures for the implementation of CBET

2.2. CBET Policy, Legal and Regulatory Context

Global, international, regional and national legislatives, policy, frameworks and strategies provide the foundation for CBET. These instruments explicitly or implicitly guide, support and focus on enhancing quality, accessibility and relevance of responsive TVET to the labor market and society needs.

Implementation of CBET in Kenya is guided by national, regional and global policies, legal frameworks and structures that support TVET. This CBET policy is anchored in the existing legal, national and regulatory frameworks as well as international and regional commitments and treaties that aim at ensuring the provision of quality education and training to all. The policies are indicated in ***Table 1***.

2.2.1. Global level

Global and UN international policy instruments that guide and support and provide strong foundation for CBET, include: United Nations Sustainable Development Goals (SDGs), UNESCO Recommendation on TVET (2015), and related lifelong learning and skills strategies, International Labour Organization recommendations, World Bank Education Strategy 2020: Learning for All, Organization for Economic Co-operation and Development (OECD), Skills Strategy 2019, The Group 20 (G20) Initiative on Human Capital Development 2017, Global Partnership for Education (GPE) and The European Qualifications Framework (EQF).

2.2.2. Continental level

Africa continental policies and strategies, including Agenda 2063, Continental Education Strategy for Africa (CESA 2016 - 2025) is the overarching continental education framework African Continental TVET Strategy 2025-2034 serves as a sector-specific strategy that operationalizes and deepens continental education priorities on skills development and TVET within the broader AU education policy architecture providing focused guidance for the implementation of competency-based, labour market–responsive TVET systems. The African Continental Qualifications Framework, provide a strong policy mandate for competency-based, labour market–responsive, and flexible skills development systems. These frameworks emphasize learning outcomes, industry engagement, work-based learning, recognition of prior learning, and the development of skills aligned to Africa's industrialization, digital transformation, and green growth agendas. The AU Green and Blue Economy Strategies support embedding sustainability and green skills within CBET curricula and assessment standards.

Regionally, the East African Community (EAC) provides a strong regional policy and strategic framework to guide, promote, and support Competency-Based Education and Training. Through instruments such as the EAC Regional TVET Policy, the EAC Qualifications Framework, industrialization and skills strategies, and youth employment policies, CBET is promoted as a labour market-responsive, modular, and competency-focused system that enhances employability, regional skills mobility, and alignment with industrial and digital transformation priorities. Key aspects of EAC policies on education and training include: harmonization in education and training systems, promotion of quality, relevance, inclusivity in education and training systems across member states. The EAC community policies and frameworks that support education, training and skills development are indicated in ***Table 1. Legal and policy context***.

2.2.3. Legal and Policy Context

CBET in Kenya is guided by various legislative and policy instruments and strategic frameworks that support CBET with focus on enhancing education, training and skills development to meet society needs, the needs of the labor market globally and nationally. This policy was developed in consideration of the existing global, regional and national legal and policy frameworks and is designed to align seamlessly with the current policy, legal, and institutional frameworks governing education and training in Kenya. The policies and frameworks that support education, training and skills development are indicated in ***Table 1. Legal and policy context.***

Table 1. Legal and policy context

No.	Legal and Policy documents and commitments	Provisions

Global level		
1.	United Nations 2030 Agenda for Sustainable Development (UN Sustainable Development Goals)	**SDG Goal 4**: Quality Education - Promotes inclusive and equitable quality education lifelong learning opportunities for all. ***Target 4.3*** emphasizes equal access to affordable and quality technical, vocational and tertiary education, including university, thus aligns with CBET objectives. ***Target 4.4*** emphasizes relevant TVET skills for employability, work readiness, decent jobs and entrepreneurship.
		SDG Goal 8: Decent Work and Economic Growth - Promotes sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. **Target 8.6** focuses on substantially reducing the proportion of youth not in employment, education, or training, thus, supporting flexible CBET programs that enhance access to skills training to prepare youth for employability.
2.	UN Secretary-General's Our Common Agenda (2021)	Calls for skills development systems that are **future-oriented**, **inclusive**, and **resilient**, and greater focus on **skills recognition**, reskilling, and upskilling. It emphasizes alignment of education systems with **technological change**, **green transitions**, and evolving labour markets
3.	UNESCO Recommendation concerning Technical and Vocational Education and Training (TVET) (2015)	Calls on Member States to: i. Shift towards **learning outcomes–based and competency-based approaches** ii. Strengthen **industry participation** in curriculum design and assessment. iii. Promote **modularization, flexibility, and permeability** and lifelong learning across education pathways. iv. Encourages recognition of **prior learning (RPL)** and certification of competencies acquired formally and informally.
4.	UNESCO Strategy for Education for Sustainable Development (ESD) (2020 - 2030)	Promotes competencies for **green skills**, sustainability, and responsible citizenship, integration of transversal and occupational competencies, encourages competency-based learning aligned to **sustainable development priorities**. Thus supports embedding **green, digital, and transversal competencies** within CBET prog
5.	Joint UN - ILO -UNESCO Skills and Lifelong Learning Framework	Promotes Demand-driven skills development, Competency standards developed with employers, Modular and stackable credentials, this is strongly aligned with CBET principles of occupational standards, workplace learning, and assessment of competence.

6.	International Labour Organization recommendations	***ILO Recommendation No. 195 (2004) on Human Resources Development***. - Highlights the importance of education and training policies that are responsive to the needs of the labor market. It promotes lifelong learning and the development of skills that are relevant to labor market needs, supporting CBET initiatives.
		ILO Recommendation No. 192 (2002) on Job Creation in Small and Medium-Sized Enterprises (SMEs) emphasizes the role of SMEs in job creation and the need for education and training programs that support entrepreneurship and local economic development, which aligns with the objectives of CBET.
7.	World Bank Education Strategy 2020: Learning for All	***Learning for All:*** Promotes universal access, focuses on ensuring that all children and youth acquire the knowledge and skills needed for life and work. It emphasizes the importance of education systems that are inclusive and responsive to the needs of all trainees.
8.	Organization for Economic Co-operation and Development (OECD) Skills Strategy 2019	Provides a framework and comprehensive approach for ensuring that peoples and countries have skills to thrive in a complex, interconnected and rapidly changing world. It emphasizes the importance of education and training systems that are responsive to the needs of the labor market thus supporting CBET initiatives.
9.	The Group 20 (G20) Initiative on Human Capital Development 2017	Promotes improving education and skills development to enhance employability and productivity. It supports policies that promote TVET and lifelong learning, which are central to CBET.
10.	Global Partnership for Education (GPE)	Promotes inclusive education policies and programs that address the needs of marginalized and underserved communities thus aligning with CBET principles.
11.	The European Qualifications Framework (EQF)	Promotes learning outcomes-based (competency-based) approaches to education and training to ensure that skills and competencies are the key reference points.
Africa level		
1.	Africa Agenda 2063	***Aspiration 1:*** Promotes - A prosperous Africa based on inclusive growth and sustainable development.
		Goal 2: Well-educated citizens and skills revolution underpinned by science, technology and innovation. This goal highlights the importance of quality education and training to equip the continental citizenry with the relevant skills.
		Aspiration 6: Promotes - An Africa whose development is people-driven, relying on the

		potential of African people, especially its women and youth and caring for children.
		Goal 17: Promotes full gender equality in all spheres of life. CBET programs focus on providing education and training opportunities for women and youth, promoting gender equality and empowering these groups to contribute to socio-economic development.
		Goal 18: Engaged and empowered youth and children. CBET is crucial for engaging and empowering young people, ensuring they have access to relevant education and skills training to participate effectively in the economy and society.
2.	Continental Education Strategy for Africa (CESA) 2016-2025	IS Africa's overarching continental education framework. It supports reorienting Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and sustainable development. The CESA puts emphasis on TVET to align with CBET, as both focus on providing practical skills and training that meet the needs of the labor market and communities.
3.	The African Union (AU)'s African Continental TVET Strategy 2025-34	The African Union (AU)'s African Continental TVET Strategy 2025-34 provides focused guidance for the implementation of competency-based, labour market–responsive TVET systems. CTVET strategy emphasizes the following "four complementary and mutually reinforcing foundations" for promoting an effective national TVET system: 1. **Policy, Governance and Finance**: This foundation covers the development of coherent and enabling national TVET policies; sound governance structures; and sustainable, equitable and transparent financing mechanisms. It also emphasises stakeholder participation (governments, employers, workers, civil society, training institutions) in policy formulation and social dialogue. Additionally, it calls for alignment of TVET policy with national development strategies, as well as monitoring & evaluation and resource allocation to ensure long-term viability. 2. **Quality and Inclusion**: This foundation involves ensuring that TVET programmes are high quality, relevant, accessible and inclusive; covering diverse populations including youth, women, rural populations, informal economy workers, migrants/refugees, persons with disabilities, etc. It includes building skills-intelligence systems to track labour market needs and ensure TVET curricula remain responsive and demand-driven. It fosters flexible, permeable learning pathways (e.g. bridging general education and TVET, lifelong learning, recognition of prior learning). It also recommends embedding a mix of technical, core, and transversal skills (e.g. social, emotional, digital, green skills) in curricula, and offering

		flexible modalities (in-person, blended, online) to enhance access. 3. **Partnerships, Knowledge and Resource Sharing**: This foundation calls for strong collaboration between TVET institutions, government, the productive/private sector, employers and other stakeholders. It encourages regional, continental and international cooperation including exchange of good practices, harmonization of standards, mutual recognition of qualifications, and pooling of resources. It aims to leverage partnerships for curriculum development, apprenticeships/internships, work-based learning, resource mobilization, and institutional capacity building. 4. **Institutional Development, Technology and Innovation**: This foundation involves strengthening the capacity of TVET institutions, trainers, and stakeholders through targeted capacity-building, modernization of infrastructure, and adoption of technology/innovation. It encourages the use of digital tools, ICT, e-learning, blended learning, and other innovative delivery modalities to enhance access, quality, flexibility and relevance. It promotes turning TVET institutions into "centres of excellence" that drive innovation, research, entrepreneurship, and addictiveness to changing labour-market needs.
4.	AU Digital Transformation Strategy for Africa (2020–2030)	It emphasizes the and reinforces integration of digital competencies within CBET occupational standards and modular programmes • Development of digital skills • Workforce readiness for digital economy • ICT integration in training
5.	Africa Youth Charter	**Article 13**: ***Education and Skills Development*** Promotes rights of every young person to education of good quality.
		Article 10: Development of Youth Charter, 1(a): Promotes the right to education of good quality.
6.	African Continental Qualifications Framework (ACQF)	Focuses on enhancing recognition, comparability, quality and transparency of qualifications from all sub-sectors and levels of education and training. It supports lifelong learning outcomes Facilitate recognition of qualifications and mobility qualifications, of trainees and workers. It supports learning outcome-based qualifications thus strengthening alignment of CBET certification with continental and regional qualification frameworks.
7.	AU Green and Blue Economy	African Union Green and Blue Economy strategies emphasize the development of job-

	Strategies. • African Union Green Recovery Action Plan (2021). • AU Climate Change and Resilient Development Strategy (2022-2032).	relevant, sustainable, and future-oriented skills across renewable energy, climate resilience, sustainable agriculture, fisheries, maritime industries, and green manufacturing. Competency-Based Education and Training provides an effective delivery model for translating these continental priorities into occupational standards, modular programmes, and industry-validated competencies that support green and blue economy workforce development.
East Africa Community Level		
1.	EAC Vision 2050 and Regional Integration policy	Emphasizes human capital development to transform the region into an upper-middle-income region by 2050. It highlights the importance of quality education and skills development to meet the demands of a dynamic labor market and it promotes harmonization of education, training, and certification systems across member states. It supports **standardization of competency-based curricula and qualifications** across EAC countries. It Facilitates **mobility of skilled labour** through recognition of competencies rather than only formal qualifications and aligns CBET with **regional labour market demands**, industrial hubs, and cross-border.
2.	East African TVET Qualifications Framework (EAC-QF)	Promotes harmonization of TVET Qualifications Framework to foster regional integration and support mobility of students and graduates in the region across member states to facilitate the mutual recognition of qualifications and enhance mobility this facilitates, CBET of CBET programs by ensuring consistency and quality.
Kenya Legal and Policy and strategic frameworks		
1.	The Constitution of Kenya 2010	Article 43 (1) (f): provides that every person the right to education. It emphasizes that education should be accessible to all, including marginalized communities, ensuring inclusivity.
		Article 53 (1) (b): Provides that every child has the right to free and compulsory basic education. This aligns with the goals of CBET to ensure that education and training are accessible to all children.
		Article 55 (a): Mandates the state to take measures to ensure that the youth access relevant

		education and training. This provision supports CBET by emphasizing the need for education and training programs that are relevant to the needs of the community and the job market.
		Article 56 (b): Requires the state to take affirmative action measures to ensure that minorities and marginalized groups are provided special opportunities in educational and economic fields. CBET can be a tool for achieving this by providing targeted education and training programs.
2.	The Basic Education Act, 2013 (Cap 211)	Provides a legal framework for the provision of free and compulsory basic education to every child. It promotes inclusive and equitable quality education
3.	Basic Education Framework 2017 on Competency-Based Curriculum (CBC)	Promotes Competency based transformative curriculum focusing on developing trainees' competencies, skills, knowledge and attitudes..
4.	The Technical and Vocational Education and Training (TVET) Act, Cap, 2010A	Provides the legal framework for the establishment of a TVET system, governance and management of institutions offering technical and vocational education and training. Provides for coordinated assessment, examination and certification; assure standards, quality and relevance, promoting access and equity in training.
5.	Kenya National Qualifications Framework (KNQF) Act, No 22 of 2014 (Cap 214)	Establishes a framework for the development and classification of qualifications based on a set of standards to ensure that qualifications are nationally recognized and meet the required quality standards. The KNQF established under this act supports CBET.
6.	The Kenya Credit Accumulation and Transfer (KCAT) Policy, 2021	The policy supports recognizing prior learning/credit accumulation system that allows for transfer of credits between institutions, between programmes, and across levels (certificate → diploma → degree) i.e. vertical, horizontal and diagonal mobility thus providing institutional and systemic structure for implementing modular CBET curricula and pathways. This ensures seamless progression of learners between qualifications pathways thus enhancing equitable access to quality and relevant education and training for lifelong learning
7.	Kenya Vision 2030	This is Kenya's long-term development blueprint aimed at transforming Kenya into a newly industrializing, middle-income country by 2030. Vision 2030 emphasizes the importance of education and training, including TVET that prioritizes CBET approaches that enhance skills

		acquisition.
8.	Sessional Paper No. 1 of 2019 on Reforming Education and Training for Sustainable Development	Focuses on reforming the education and training sector to meet the demands of the 21st century. It supports CBET in promoting skills development that is aligned with the needs of the labor market by ensuring education is relevant and practical.
9.	National Education Sector Strategic Plan 2023 - 2028	Aims to provide equitable access to quality education and training at all levels. It includes strategies for enhancing TVET to equip trainees with relevant skills for the labor market.
10.	National TVET Blue Print 2021-2025	The National TVET Blueprint focuses on strategic and sustainable programmes that amplify the role of TVET institutions, it aligns efforts to strengthen TVET system with the aim to ultimately equip youth with relevant skills that match the demands of the dynamic Kenyan economy
11.	Kenya Youth Development Policy, 2019	Aims to mainstream youth issues in all development activities and ensure that young people are equipped with the necessary skills for employment and entrepreneurship. It emphasizes the importance of CBET in providing relevant education and training to youth, thereby enhancing their employability and contribution to national development.
12.	National Policy linking Industry with Education, Training and Research	Provides a framework for promoting and strengthening linkages between education, training and research.
13.	The National Skills Development Policy	Aims at ensuring that education and training is responsive to labor market information and skills anticipation and enhancing a seamless school-to-work transition
14.	Dual TVET Policy 2025	The Dual Training Policy institutionalizes a model where trainees spend 50% of their training at the TVET institution and %)5 in industry. This this approach supports CBET.
15.	Industrial Training Act Chapter 237	Establishes National Industrial Training Authority (NITA) that is responsible for industrial training in Kenya. NITA develops and regulates industry training programs to ensure they meet industry standards. NITA supports CBET by promoting training that is practical and aligned with the labor market requirements. section 4 (J) and 5 (A) provides for the establishment of Sector Training Committees in relation to training in specific industries and their functions.
16.	Kenya's Fourth Medium	MTP IV emphasizes empowering grassroots communities and equipping learners with

	Term Development Plan - 2023 - 2027 (MTP IV)	competency-based, market-relevant skills

2.3. stakeholders in CBET in Kenya

TVET cuts across various sectors and involves multiple government ministries and a wide range of stakeholders, including public, private and non-governmental actors hence CBET involves stakeholders at both National and 47 County Governments. The Ministry of Education is mandated to provide policy direction, regulatory oversight, and institutional support to ensure that all TVET progrmmes align with national education goals. Each stakeholder has a critical role to play in the implementation of CBET as indicated in ***Table 2. CBET stakeholder Matrix.***

Table 2. CBET Stakeholder Matrix

	Stakeholder	**Role**
1.	Ministry of Education	Provide policy direction, regulatory oversight, and institutional support to ensure that CBET aligns with national education goals, labor market needs, and quality standards.
2.	National Treasury & Economic Planning	National budgeting and disbursement of allocated funds to support TVET programs. Financial auditing to enhance transparency and accountability.
	Government Ministries	Collaboration and offering support to all other government ministries to ensure successive implementation of TVET.
3.	Ministry of Labour and Social Protection	• Provide information on labor market analysis and skills forecasting. • Define occupational standards in collaboration with industry players. • Coordinate identification of skills gaps in the job market. • Establish and coordinate of sector skills councils. • Establish and manage framework for linking industry, skills development.
4.	Ministry of Information, Communications, and the Digital Economy	Provide a conducive environment for ICT infrastructure. Provide a conducive environment for internet provision and usage

5.	County Governments	Governance of TVET and management of devolved Vocational Training Centres. Implementation of TVET policies in devolved Vocational Training Centres Collaborating with national bodies for effective CBET delivery at VTCs.
6.	Qualification awarding Bodies/institutions	Ensure assessment and recognition of knowledge, competencies and skills acquired and awarding of certification in accordance with their mandates
7.	TVET institutions	Deliver CBET programs through training services, assessment and certification in accordance with their mandates
8.	TVET CDACC	Coordinate curriculum development assessment and certification
9.	TVETA	Regulate TVET and accreditation of TVET institutions and TVET trainers.
10.	Sector specific regulatory bodies	Regulate professional training and conduct and of specific sector by ensuring that skills, standards and practices within a sector are consistent, safe and aligned with national industry goals
11.	Qualification awarding Bodies/institutions	Design and develop curriculum, Training, assessment and certification , quality assurance industry stakeholder engagement data management and certification records qualification Offer training and ensuring that skills certification is credible, standardized and nationally/industry recognized
12.	TVET trainers	Imparting, technical knowledge, vocational and technical competencies to trainees, ensuring that they are equipped with the necessary competencies for their chosen fields
13.	Local Communities	Support establishment of training institutions, provide trainees and human resources.
14.	Households, parents and guardians support	Support trainee participation in TVET, provide the necessary resources, guidance, and social support to help them succeed
15.	Trainees	Primary consumers and direct recipients of CBET.
16.	Employers	Rely on CBET to supply job-ready individuals with clearly defined and verified skills. They also influence the design of competencies to match real workplace needs.
17.	Industry Associations	Provide input into the design, validation, and continuous improvement of CBET programs to ensure they reflect current and future workforce needs.
18.	Kenya National Qualifications	Standardizes qualifications and certifications ensuring quality, accountability, and advancement within

	Authority	the profession.
19.	Development partners	Provide technical, financial, and strategic support to strengthen CBET systems and ensure they are aligned with global best practices, labor market needs and inclusive economic growth

Kenya has strong potential to be a leader in Competency-Based Education and Training in East Africa, however, challenges that include implementation gaps, resource constraints, and socio-economic disparities need to be addressed to ensure the system's success and sustainability. With the right investments in infrastructure, curriculum development, and teacher training, Kenya could bridge these gaps and harness the full benefits of CBET.

While Kenya has established foundational frameworks and structures for the implementation of CBET, significant challenges continue to hinder its effective implementation. These include: limited and inconsistent financing leading to constrained acquisition of essential training resources thus undermining the quality of practical learning, weak institutional quality assurance mechanisms have resulted in inconsistencies in delivery, assessment, and certification; weak coordination mechanisms in CBET implementation across sectors and institutions, inadequate, limited institutional capacity, weak collaboration with industry, and persistent inequities in access and participation. Additionally, negative perceptions and resistance to change among some stakeholders have slowed adoption of CBET. Trainer shortages, limited industrial exposure, and inadequate hands-on delivery methods affect the effectiveness of CBET implementation. These challenges are interrelated and affect critical components of the CBET system namely: governance, management, financing, access, inclusion, ICT integration, curriculum, delivery, assessment, certification quality assurance, and monitoring of CBET. Addressing these systemic and cross-cutting issues is essential for the effective implementation of a responsive, inclusive, CBET system that offers quality, relevant responsive CBET that is globally recognized and can effectively support the realization of Kenya's Vision 2030 development objectives.

2.3.1. Governance and Management of CBET

Governance of CBET in Kenya is organized in accordance with the existing National legal and policy frameworks including: The Constitution of Kenya 2010, The Executive Order number 1 of 2025 on organization of Government, TVET Act CAP 210A, KNQA Act, Cap 214.

At the national level, the Ministry of Education, through the State Department for Technical and Vocational Education and Training (SD-TVET), in collaboration with line ministries provides overarching policy leadership, strategic direction, and coordination of CBET in middle level tertiary TVET institutions. Key national regulatory agencies under SDTVET include TVETA which is responsible for accreditation, licensing institutions and assuring quality; TVET-CDACC which oversees the development of competency-based curricula, assessment, and certification; and KNQA, which manages the national qualifications framework to ensure recognition and comparability of qualifications. TVET programmes and in this case CBET are also offered by various sector specific ministries under the supervision of sector specific regulatory bodies.

At county level, the devolved system of governance has assigned 47 counties the responsibility of establishing, funding and managing Vocational Training Centres (VTCs), also referred to as village polytechnics to ensure these institutions offer skills development programmes at the grassroots level. Despite operating under county jurisdiction, VTCs are expected to align their training programs with national standards and quality assurance frameworks to ensure quality and relevance of skills; portability and relevance of qualifications.

At the TVET institutional level, TVET institutions in all sectors including those not directly under the management of the ministry of education are governed by Governing Councils or Boards of Governors/Management that are responsible for institutional management, development, and stakeholder engagement.

Despite the existence of the legal and policy frameworks to guide TVET sector, established governance and management structures at national, county and institutional levels, to guide the CBET; several issues continue to hinder effective governance, management, and the implementation of TVET programs particularly CBET. These issues include: weak collaboration between key stakeholders in national and county governments, ministries and private sector; overlaps, fragmentation amongst agencies tasked with CBET implementation, communication bureaucracies, fragmented and non-targeted monitoring, inadequate capacity to quality assure, poor data management in governance and limited awareness about CBET.

Key issues in CBET governance and management

i. Weak collaboration between national and county governments in implementation of CBET in VTCs.
ii. Weak collaboration between the various ministerial departments, private sector and key stakeholders involved implementation of CBET.
iii. Overlaps, fragmentation and unclear responsibilities amongst agencies tasked with CBET implementation, creates confusion and inefficiencies.

iv. Bureaucracies cause delays in communication across various stakeholders affecting planning and effective decision making particularly in VTCs under the county governments.
v. Fragmented and non-targeted monitoring of CBET limits effective implementation of CBET.
vi. Inadequate capacity to quality assure CBET implementation.
vii. Poor data management in governance hampers efficiency in CBET implementation.
viii. Limited awareness of CBET.

2.3.2. Quality and relevance of CBET

Quality and relevance of CBET refer to two complementary dimensions that determine the effectiveness and impact of CBET. Quality of CBET refers to the standards, consistency, and effectiveness of the CBET system and its implementation and relevance of CBET refers to how well CBET responds to labour market, economic, and societal needs.

CBET approach aims to reduce skills mismatches by ensuring that training quality and relevance are closely aligned with industry needs. CBET seeks to guarantee that the competencies acquired by learners are responsive to labour market demands, economic priorities, and broader societal needs, thereby enhancing the employability and productivity of CBET graduates.

The quality and relevance of CBET programmes are determined by interrelated factors across the CBET ecosystem and value chain, including curriculum design and development, training delivery, assessment practices, trainer competence, learning environments, certification, and quality assurance processes. Central to achieving quality and relevance are robust quality assurance mechanisms that ensure curricula are aligned to industry needs; training delivery methodologies are effective; trainers and assessors have adequate capacity; training infrastructure and learning resources are sufficient and optimally utilized; and internal institutional quality assurance systems are functional. Strong industry linkages further enhance programme relevance by enabling work-based learning opportunities such as industrial training, attachments, apprenticeships, and internships, while robust assessment and certification systems ensure that graduates meet the expected competency standards. Additionally, quality and relevance in CBET are achieved through a coordinated multi-stakeholder ecosystem that integrates policy leadership, regulatory oversight, industry participation, institutional capacity, and continuous professional development to ensure that competencies acquired by CBET graduates meet the national occupational standards industry needs, and societal needs.

2.3.2.1.Quality assurance in CBET

Quality assurance in CBET refers to the mechanisms, standards, and procedures embedded inside the entire CBET ecosystem, and implementation processes including curriculum design, development, training delivery, assessment practices, trainer competence, and learning environment, certification, and quality assurance processes. Quality assurance aims to ensure that CBET implementation processes consistently meet or exceed specified requirements and customer expectations, it is key to ensure adherence and compliance with the set national standards and guidelines.

Ensuring the quality and relevance of TVET in Kenya is a shared responsibility among multiple stakeholders in TVET sector working in a coordinated ecosystem that integrates policy leadership, regulatory oversight, industry participation, institutional capacity, and continuous professional development to ensure that competencies acquired by CBET graduates meet the national occupational standards industry needs, and societal needs. The Ministry of Education, through the State Department for TVET, provides overall policy direction, oversight and coordination, while relevant regulatory bodies regulate institutions, programmes, delivery methods, assessment, certification and trainers to uphold quality standards. Regulatory bodies include TVETA, TVET CDACC, KNQA, NITA, Professional bodies. TVETA is the primary regulatory body mandated to oversees quality assurance, licensing, registration, and continuous monitoring of TVET institutions and programs in accordance with the TVET Act, Cap **210.** TVETA is responsible for setting standards and conducting regular institutional audits, compliance inspections, and performance evaluations to ensure that institutions adhere to minimum requirements for infrastructure, trainer qualifications, training equipment, curriculum implementation, and learner safety. TVET CDACC complements these efforts by ensuring that CBET curricula, assessment tools, and certification processes meet national and occupational standards. Additionally, complementary quality assurance structures such as TVET Quality Control and CBET Delivery units in SDTVET and TVET institutional internal quality assurance units have been established to ensure effective CBET implementation by TVET institutions. TVET institutions in collaboration with industry deliver competency based training, strengthening internal quality systems. Additionally, KNQA ensures national and international alignment of qualifications, while development partners and emerging professional bodies provide technical support, to enhance standards, and promote continuous improvement across the CBET system. Together, these stakeholders ensure that CBET graduates acquire competencies that meet industry, economic, and societal needs

While significant progress has been made in enhancing quality assurance in CBET, including establishing a regulatory framework and structures for quality assurance, development of quality standards, guidelines, and establishment of complementary monitoring units at various levels, there exist challenges and gaps that hinder effective functioning of systems and processes put in place to ensure quality

consistency, relevance, and credibility of CBET during its implementation. These challenges affect quality assurance process in curriculum development, training delivery, trainer competence, learning environment, assessment practices and certification processes.

Key Issues affecting quality assurance mechanisms in CBET implementation

i. Weak institutional capacity within TVET regulators and quality assurance bodies to effectively assure quality in the entire CBET value chain.
ii. Weak internal quality assurance frameworks in TVET institutions.
iii. Inconsistent implementation of standards in TVET institutions.
iv. Fragmented and weak coordination of monitoring of implementation of CBET by multiple stakeholders with overlapping roles involved in monitoring, quality assurance of CBET.
v. Unreliable data hindering decision-making.

2.3.2.2.Curriculum design and development for CBET

CBET curricula are designed to be industry-led and outcomes-based, with a primary emphasis on the acquisition and demonstration of practical competencies relevant to the workplace rather than on time-bound academic instruction. The curricula are structured to respond to evolving labour-market needs and national skills priorities while supporting learners' career progression. To enhance access, equity, inclusivity and responsiveness, CBET curricula are modular and flexible, enabling multiple entry and exit points, individualized learning pathways, recognition of prior learning, and the accumulation of stackable qualifications. This approach supports lifelong learning, workforce mobility, and alignment with the Kenya National Qualifications Framework (KNQF).

The development and periodic review of CBET curricula in Kenya are guided by National Occupational Standards (NOS) developed by the Ministry of Labour in collaboration with industry, sector bodies, and other relevant stakeholders. The NOS are informed by labour-market intelligence, national development strategies, and internationally benchmarked skills standards. This ensures that CBET curricula remain current, relevant, and responsive to industry requirements, thereby strengthening the linkage between training provision and labour-market outcomes.

The TVET-CDACC, is the lead agency mandated to develop and oversee the development of CBET curricula and assessment tools across various trades and sectors. Working in collaboration with industry stakeholders, sector skills councils, and other regulatory bodies, and qualification awarding bodies, TVET - CDACC oversees and coordinates the development of CBET curricula, and assessment tools

by various accredited TVET institutions that have legal mandate to develop curricular across various trades and sectors. This partnership ensures alignment with national standards, industry needs, and the overarching goals of the TVET sector.

Despite existing structures and reforms to support the development of CBET curricular, CBET curricular development continues to experience challenges that impact on its relevance and quality of CBET programs.

Key issues affecting designing and development of CBET Curricular

i. Non operationalization of National Skills Development Council (NSDC)
ii. Inadequate alignment of TVET Curricula to labour markets and societal demands
iii. Inadequate capacity of curriculum developers.
iv. Inadequate adaptation of curriculum to suit trainees with special needs.

2.3.2.3. Curriculum Delivery, Assessment and Certification in CBET

CBET is grounded in practical, trainee-centered methodologies that focus on the development of clearly defined competencies that ensure graduates are job ready. The methods of CBET delivery are learner-centered and emphasis is placed on practical learning to enhance development of technical skills, knowledge, and appropriate work attitudes that meet industry requirements and occupational standards.

The primary goal of Competency-Based Education and Training (CBET) is to enable trainees to acquire relevant and demonstrable competencies. To achieve this, CBET curricula are delivered through a range of approaches, including institution-based training that integrates theory and practical activities; dual training, where learning time is shared between TVET institutions and industry; and work-based or on-the-job training, which emphasizes learning by doing in real work environments. Industrial attachment further complements these approaches by providing structured practical exposure for a specified duration. In addition, CBET is delivered through modular programmes that allow multiple entry and exit points, with certifiable modules that enhance employability

Effective and efficient implementation of CBET curriculum requires adequate human resource who possess both technical expertise in their field and pedagogical skills to effectively facilitate learning, adequate infrastructure, training materials and robust industry linkages. The government and key stakeholders in TVET sector continue to provide required resources including infrastructure facilities, such as workshops, laboratories, libraries, training equipment and in addition qualified trainers to offer training services in TVET institutions to

meet the recommended CBETA standards for trainer-to-trainee ratio of 1 trainer to 25 trainees (1:20) for practical-oriented courses and 1 trainer to 30 trainees (1:30) for theory-based courses. However, despite these efforts delivery of CBET programs, faces challenges:

Key issues affecting Curriculum Delivery, Assessment and Certification in CBET

i. Inadequate capacity of TVET practitioners for effective CBET implementation
ii. Inadequate trainers in TVET institutions hampers effective delivery and assessment of CBET.
iii. Limited involvement of industry in CBET delivery and assessment processes.
iv. Inadequate institutional capacity by QABs and TVET institutions to effectively administer and manage formative and summative assessments of CBET.

2.3.3. Access, equity and inclusivity in CBET

Government-led framework and initiatives to enhance access, inclusivity and equity in TVET include legislation and policy reforms. The legislation includes but are not limited to; The Constitution of Kenya 2010 articles 55 (a) and 56 (b), vision 2030, Special Needs Education Policy (2009), Persons with Disabilities National Policy 2024, Education and Training sector Gender Policy on gender and development policy, National Skills Development Policy 2023, CBET Policy Framework of 2018, Sessional Paper No.1 of 2019, National Education Sector Strategic (NESSP) Plan 2023-2027**). Other government initiatives to enhance inclusivity and access to CBET** include; infrastructure development and expansion, establishment of at least one TVET institution per constituency, establishment of TVET institutions for trainees with special needs, financial support mechanisms, and affirmative action targeting disadvantaged groups, curriculum reforms and inclusive programmes such as implementation of the modular CBET approach, Recognition of Prior Learning (RPL), establishment of a central placement body to enhance fair and equitable placement of trainees in colleges.

In addition to these efforts, the government continues to undertake public sensitization campaigns aimed at raising awareness on the importance of CBET, available opportunities, incentives, and its associated benefits.

Despite these concerted efforts to promote access, equity and inclusivity, a substantial percentage of youth in Kenya do not proceed to tertiary-level education and majority are unskilled. In addition, equity and inclusion in CBET remain below established targets of a minimum of 5% of the total trainee enrollment for PWD, individuals from disadvantaged geographic regions, lower socio-economic groups, and marginalized or under-served populations and the one-third gender rule particularly for women and girls.

Key issues hindering access, inclusivity and equity in CBET

i. Low public awareness and understanding of modular CBET as a viable, high-value education and career pathway.
ii. High cost of CBET implementation with regard to tuition, training materials, equipment and assessment.
iii. Insufficient institutional infrastructure and human resource.
iv. Limited access to the internet, digital tools and insufficient integration of ICT.
v. Low implementation of inclusive policies and targeted interventions for vulnerable and disadvantaged groups.
vi. Inadequate flexibility in CBET implementation.
vii. Inadequate in implementation of national Credit Accumulation Transfer (CATs) system limits learner mobility across institutions and hampers progression in CBET pathways.
viii. Limited adaptation of CBET curriculum, assessment materials and methodologies to suit the needs of persons with special needs.
ix. Inadequate number of special needs TVET institutions
x. Limited provision of reasonable accommodation and specialized training resources for trainees and trainers with special needs in TVET.
xi. High charges for application, placement and transfer of trainees into TVET institutions.

2.3.4. ICT integration in CBET implementation

ICT Integration in the implementation of CBET within the TVET sector is a critical enabler for effective implementation of CBET. It has many advantages including modernizing training delivery, enhances the quality and relevance of training aligning with emerging industry trends, and enhancing learning outcomes, expands access and inclusivity. ICT and supports competency-based evaluation through digital tools such as e-portfolios, online testing, and interactive simulations. It improves the efficiency, transparency, and standardization of assessment and certification processes. Moreover, ICT enhances data management and evidence-based decision-making by enabling real-time monitoring. It also allows centralized tracking of trainees, trainers, institutions, and performance metrics. It strengthens administrative efficiency by streamlining processes such as registration, scheduling, and feedback collection. It also supports capacity development and continuous professional development of trainers through access to digital instructional resources. Importantly, ICT fosters a culture of lifelong learning, facilitating ongoing skills upgrading for both trainers and trainees in response to evolving labour market demands.

The Kenyan government and its partners continue to promote and support integration of ICT in CBET, this is done through the various initiatives that include; provision of ICT infrastructure and equipment in TVET institutions, establishment of national LMS at KSTVET, establishment of regional ODeL centers, JITUME digital labs, enhancing trainer's competencies in ICT and computer skills and

enactment of computer misuse and cybercrimes Act of 2018. Despite these efforts, various challenges and gaps exist that hamper inclusion of ICT-enhanced teaching and learning methodologies across all CBET curricula.

Key issues affecting ICT integration in CBET implementation

i. Limited access to digital tools and internet connectivity leads to low integration of ICT in training delivery, particularly in remote regions.
ii. Inadequate modern assistive technology for trainees with special needs.
iii. Limited recognition of the need for language transcribers to assist trainees with special needs, resulting in barriers to effective learning and participation
iv. Inadequate Trainer competency in ICT to effectively leverage ICT in CBET delivery.
v. Shortage of localized, competency-based digital learning materials that align with CBET curricula and industry needs.
vi. Limited inclusion of ICT-enhanced teaching and learning methodologies across all CBET curricula.
vii. Limited research and innovation in ICT.
viii. Cybersecurity and data privacy concerns

2.3.5. Resource mobilization and financing for CBET

CBET is a practical-oriented approach whose successful implementation requires adequate and sustainable resources including financial, human, infrastructural, and instructional materials for its effective delivery. This underscores the need for consistent and sufficient financing across all institutions involved in its implementation. The primary source of funding for CBET is the Government exchequer, through student capitation, grants, scholarships, and development funding and infrastructure development support. Supplementary resources are mobilized from household fee contributions, income-generating activities (IGAs) initiated by some institutions and agencies, as well as support from development partners. However, despite these sources of funding implementation of CBET, inadequate availability of resources to support CBET presents barriers to effective implementation of CBET. Key issues that present barriers to the effective implementation and long-term sustainability of CBET within the national education system exist.

Key issues in resource mobilization and financing for CBET

i. Inadequate funding for provision, maintenance and upgrading physical infrastructure and training equipment neces sary for CBET delivery.
ii. Overdependence on government financing with limited diversification of funding sources exposes CBET to risk of persistent inadequate funding.
iii. Low private sector support and inadequate incentives for the industry to participate in CBET implementation.

iv. Weak data systems, combined with inconsistent data on financing needs, cost-effectiveness and returns on investment hampers evidence-based planning and advocacy for financing.

Inadequate planning for effective transition and sustainability for donor/partner funded CBET programmes often leads to low optimization of training facilities and equipment.

CHAPTER 3 KEY POLICY FOCUS AREAS AND STRATEGIES

This chapter covers priority areas in CBET implementation and highlights key issues affecting CBET and strategies to be adopted to address the issues. The priority areas discussed under the following themes: governance and management of CBET, resource mobilization and financing for CBET, access, equity and inclusivity in CBET, curriculum development, delivery, assessment and certification, quality assurance and monitoring in CBET implementation.

3.1.Governance and management of CBET

Governance provides strategic direction through coordinated efforts between different stakeholders to align CBET with national and global goals. Effective implementation of CBET requires a governance framework that ensures well-coordinated strategic alignment, operational efficiency, and regulatory and policy compliance. The current implementation of CBET in a multi-level and multi-sectoral environment requires synergy and strong coordination and harmonization across all actors to ensure quality, coherence, and standardization in the implementation of CBET.

3.1.1. Policy Statement

To achieve this objective, the Government commits to strengthen the governance, coordination and management of CBET across all levels of government and sectors of TVET to address fragmentation for effective implementation of CBET in all TVET institutions. The government will achieve this through the following strategies:

3.1.2. Strategies for key issues affecting governance and n management of CBET

i. Strengthen intergovernmental coordination between the National and County Governments, all ministries and agencies implementing TVET.
ii. Strengthen inter-ministerial coordination and collaboration between ministries, agencies and private sector involved in CBET implementation.
iii. Harmonize the roles of key players in MCDAs involved in CBET implementation.
iv. Streamline communication protocols and reporting structures within TVET.
v. Streamline and harmonize monitoring and quality assurance functions in TVET.
vi. Strengthen capacities of TVET quality assurance and monitoring in MCDAs involved in CBET.
vii. Enhance TVET Management Information system to include County level CBET data.

3.2. Quality and Relevance of CBET

The quality and relevance of CBET is reflected in its effectiveness and outcomes that include the ability of CBET graduates to demonstrate competencies that align and are relevant to Labour market needs, economic and societal demands. To achieve this, every step and process of the CBET value chain from curriculum design, development delivery, assessment, certification and quality audits to delivery of CBET graduate must consistently meet defined quality standards and add value to CBET graduates and the Labour market. Curriculum design, development delivery, assessment, certification and quality assurance mechanisms must involve industry stakeholders and be well aligned with industry needs, set standards and guidelines to ensure relevance to labour market, economic and societal demands

3.2.1. Quality assurance in CBET

Quality assurance is a strategic approach that integrates quality management principles into the entire CBET value chain processes to ensure that CBET implementation processes consistently meet or exceed specified requirements and customer expectations.

Quality audits, inspection and monitoring of CBET implementation are necessary to assess effectiveness of internal quality assurance systems, evaluate compliance with regulations, assess performance, track progress and ensure compliance with the set standards and guidelines to ensure that skills acquired by CBET graduates meet the industry needs and the national occupational standards.

Quality assurance of CBET faces challenges that hinder its effectiveness including; uncoordinated, inadequate monitoring and reporting of CBET implementation by various units that have overlapping mandates, limited implementation of CBET in vocational and private institutions and limited staff capacity on internal quality assurance assessment and audits. These gaps hinder effective monitoring of implementation of CBET.

3.2.2. Policy statement

The Government is committed to establishing robust quality assurance mechanisms that will ensure CBET meets the defined standards and is relevant. Quality assurance efforts shall focus on accreditation of implementing institutions and programs. curriculum design and development, delivery, assessment, and certification of CBET across all TVET institutions. These shall be achieved through a systematic approach that involves planning, implementation of the following strategies:

3.2.3. Strategies for Key Issues affecting quality assurance in CBET

i. Strengthen capacity for quality assurance bodies in TVET at all levels (SDTVET headquarter, TVETA, TVET- CDACC, KNQA, IQA and TVET institutions)

ii. Strengthen capacity of IQA in TVET institutions.
iii. Enhance compliance with regulations, standards, guidelines frameworks for CBET implementation
i. Strengthen the coordination of monitoring among stakeholders to improve collaboration, reporting, and monitoring of CBET.
iv. Strengthen TVET MIS

3.2.1. Curriculum design development for CBET implementation

The effectiveness of CBET depends on its ability to provide quality training that is relevant and aligns with labour market needs. The relevance of a curricular and its effective delivery ensures that training outcomes align with current and future economic and societal demands. To enhance CBET relevance, it is imperative to address systemic challenges in curriculum design and development, delivery, assessment, certification, and quality assurance.

3.2.2. Policy Statement

The Government of Kenya is committed to ensuring that CBET curricular is relevant to the labour market needs and can be delivered in flexible and trainee centred modules. To achieve this, The Government commits to enhancing harmony in the design and development and review of CBET curricula to ensuring that CBET curriculum is demand-driven, trainee-centred, outcome-based, and continuously aligned to evolving industry and labour market demands. Challenges affecting curricular design and development will be addressed through the various strategies:

3.2.3. Strategies for key issues affecting Curriculum development in CBET

i. Operationalize the National Skills Development Council (NSDC)
ii. Align TVET Curricula to labour market and societal needs Strengthen the capacity of curriculum developers.
iii. Strengthen the capacity of curriculum developers.
iv. Align TVET curricula with KNQF
v. Review and implement the Kenya Credit and Accumulation Transfer System

3.3. Curriculum Delivery, Assessment and Certification in CBET

A relevant curricular that is delivered effectively assures that learners acquire the knowledge, skills, and worker behaviors required to perform to standards required in the industry.

CBET is currently being delivered in modules with multiple entries and exits which are certifiable and employable. The methods of delivery are learner-centered and geared toward acquisition of skills, knowledge and the right work attitude. Effective and efficient implementation of the curriculum requires adequate human capital, infrastructure and robust industry linkages.

CBET delivery, assessment and certification face challenges caused by various interrelated factors that include inadequate infrastructure, weak industry engagement during training and assessments, inadequate capacity of trainers to deliver CBET. Moreover, trainees with special needs encounter various multifaceted challenges during training assessments, stemming from insufficient provision of reasonable accommodations and specialized resources, inaccessible methodologies (training methodologies that exclude learners with special needs) and insufficient assessor training.

3.3.1. Policy Statement

The government is committed to streamline CBET delivery, assessment and certification in the TVET sector to ensure that quality and relevance of CBET meets the labour market needs. In addition, the government is committed to enhance recognition of CBET qualifications nationally and internationally.

3.3.2. Strategies for key issues affecting curriculum delivery and assessment in CBET

i. Enhance the capacity of trainers and technicians
ii. Improve trainer - to - trainee ratio to meet recommended optimal levels for effective training delivery.
iii. Strengthen collaboration between TVET institutions and industry
iv. Enhance the capacity of Agencies, Institutions and human capital involved CBET implementation

3.4. Access, Equity and Inclusivity in CBET

The Government has developed policies aimed at promoting equity and inclusivity in accessing education and training and great progress has been realized as indicated by the increasing trainee enrollment trends. However, barriers such as low public awareness and understanding of CBET, high cost of TVET, inadequate trainee support mechanisms for the needy, inadequate facilities and equipment, rigid program structures, unequal geographical distribution of limited adaptation of CBET curriculum, assessment materials and methodologies to suit the needs of persons with special needs continue to hinder equitable access to CBET.

3.4.1. Policy Statement

The Government is committed to eliminate barriers to accessing CBET, thereby enabling every Kenyan to acquire relevant competencies for sustainable livelihoods and national development. To achieve this, the government shall adopt the following strategies:

3.4.2. Strategies for key issues affecting access, inclusivity and equity in CBET.

i. Enhance public awareness and advocacy campaigns for modular CBET.
ii. Promote adoption and effective implementation of modular CBET to enhance access and trainee and progression in CBET pathways.
iii. Establish and implement the Credit Accumulation Transfer System to enhance trainee mobility and progression in CBET pathways.
iv. Enhance financing to reduce the cost of CBET implementation.
v. Enhance the capacity of TVET institutions through expansion of infrastructure and provision of adequate human resource.
vi. Enhance implementation of inclusive policies and targeted affirmative interventions for vulnerable and disadvantaged groups.
vii. Enhance training environments, curricula, assessment practices, and delivery modes to accommodate learner diversity and ensure that no group is excluded.
viii. Expand and strengthen opportunities for access to Special Needs Education and Training to ensure inclusive participation in CBET programmes.
ix. Enhance administrative processes of application, placement and transfer of trainees into TVET institutions.

3.5. ICT integration in CBET implementation

ICT supports modern, learner-centered approaches that are essential for developing digital literacy, critical thinking, and practical competencies aligned with industry needs. ICT has a potential to enhance access to training through flexible delivery methods, mobile access and personalized learning pathways. Additionally, it enhances training through virtual simulations, online videos and digital content. It facilitates proper planning through data tracking and management that are key to effective CBET implementation.

3.5.1. Policy statement

The Government is committed to enhancing integration of ICT in implementation of CBET to improve access, flexibility, quality, and relevance of CBET. This will ensure all learners acquire both technical and digital competencies relevant to the labour market and support the nation's socio-economic transformation. To achieve this, the government will adopt the following strategies:

3.5.2. Strategies for key issues affecting ICT integration in CBET implementation.

i. Equip training institutions with modern ICT infrastructure, including hardware, software, and reliable connectivity, to support e-learning, digital assessments, and virtual collaboration
ii. Enhance provision of assistive devices and technologies (ATs) for trainers and trainees with special needs in TVET institutions.

iii. Strengthen trainers' capacity for effective integration of ICT in implementation of CBET.
iv. Foster collaborations with technology providers, industry, and development partners to leverage innovative digital tools and emerging technologies in CBET implementation.
v. Promote development and deployment of inclusive local digital learning materials, online modules, and interactive platforms to complement practical skills training and promote self-directed learning.
vi. Mandate the inclusion of ICT-enhanced teaching and learning methodologies across all CBET curricula.
vii. Enhance compliance with national and international data protection standards.

3.6. Resource mobilization and financing for CBET

CBET demands diversified sustainable financing for effective implementation and sustainability of CBET. A coordinated, blended resource mobilization financing approach that combines public funding, private sector incentives, development partner support, and community contributions, is necessary for funding of CBET.

3.6.1. Policy Statement

The Government is committed to ensuring adequate, predictable, and diversified funding to support implementation and continuous improvement of CBET across all levels of TVET. To achieve this objective, the government shall adopt the following strategies:

3.6.2. Strategies for key issues affecting resource mobilization

i. Enhance resource mobilization and promote sustainable implementation of CBET.
ii. Embed income-generation through promoting establishment of revenue-generating activities like micro-enterprises or production units within TVET institutions to gradually shift funding reliance toward internal resources.
iii. Enhance the data management in TVET to ensure consistent accurate data on financing needs, cost-effectiveness and returns on investment to support effective evidence based planning.
iv. Strengthening institutional ownership of donor/partner funded programmes to ensure continuity, relevance, and financial sustainability
v. Ensure timely fund disbursement.
vi. Revitalize county VTCs by converting them into training industries.

CHAPTER 4 CBET POLICY IMPLEMENTATION FRAMEWORK

This chapter provides coordination and administration mechanisms for the implementation of the CBET policy. It also highlights organizational, regulatory reforms that may be undertaken for successful implementation of the CBET policy.

4.1. Coordination and administration mechanism

TVET is multi-sectoral and is implemented at both the National and County Governments level. The implementation of this policy shall be through a one government approach. The implementation of this policy will be coordinated by the Ministry of Educations State department for TVET. Different ministries and departments, sectors players whose mandates contribute to TVET, led by the MOE, SDTVET shall work together in a coordinated and collaborative manner to establish necessary coordination frameworks and structures for effective implementation of this CBET policy to ensure the effective integration of CBET into the TVET system and achievement of its objectives and planned activities.

Successful implementation of the CBET policy shall require some organization reforms to be undertaken to allow for establishment of necessary frameworks and structures for enhanced coordination and harmony in CBE for effective integration of CBET into the TVET across all sectors.

The policy coordination and administration mechanisms and structure shall be multi-level, and multi-sectoral. Coordination will be through committees, established at national and institutional levels comprising the **CBET National Steering Committee, CBET National inter-sectorial Technical Coordination Committee** and various **CBET institutional implementation Committees and Units** assigned to undertake various responsibilities depending on area of focus in line with legislative mandates. The areas of focus will include, governance and management of CBET, curriculum design and development, curriculum delivery, assessment and certification, quality assurance, and oversight, ICT integration and resource mobilization.

4.1.2 CBET National CBET Steering Committee

CBET National Steering Committee shall be established under the ministry of education, State Department in charge of TVET the CBET National Steering Committee shall be chaired by The Principal Secretary in charge of SDTVET. The committee shall provide leadership and steer the implementation of CBET. The committee will comprise representatives from the National Government Ministries, TVET SAGAS, Council of Governors. The Committee roles shall include provision of leadership, guide the direction, strategy and key decisions.

4.1.3 CBET National inter-sectorial Policy Coordination Committee

The National CBET Inter-Sectorial Coordination Committee shall be established under the ministry of education, State Department in charge of TVET. The National CBET inter-sectorial Coordination Committee shall be co-chaired by Secretary in charge of TVET and Secretary in charge of skills development (or their equivalents), this committee shall comprise of **representatives** from State Department in charge of TVET, its agencies, State Department in charge of labour and skills development and its agencies, State Department in charge of Industry, Council of Governors, industry/private sector, public TVET institutions, private TVET institutions.

4.1.4 CBET Ministerial /Sectoral coordination committees

CBET Ministerial -Sectorial Implementation Committees shall be established in ministries whose mandates include offering TVET and have TVET institutions. The committees shall ensure harmony and effective delivery of CBET curricula in TVET institutions under their docket. The responsibilities of the **CBET ministerial Implementation** committee shall include:

i. Plan for and coordinate and oversee the implementation of CBET in TVET institutions in the respective ministry.
ii. Monitor and report on the implementation of CBET to MoE through the inter-sectoral committee.

In addition to the committees, the State Department in charge of TVET shall establish additional structures to enhance its oversight role in coordinating and monitoring implementation of CBET in public and private TVET institutions across government ministries, sectors and industry.

4.1.5 CBET County Coordination committees

CBET **County Implementation Committees** Implementation Committees shall be established in counties the membership shall include representatives of directors in charge of TVET and VET and institutions. The committees shall ensure harmony and effective delivery of CBET curricula in TVET institutions under their docket. The responsibilities of the County Implementation committee shall include:

i. Coordinate and oversee the implementation of CBET in TVET institutions in the respective Counties.
ii. Monitor and report on the implementation of CBET to MoE at both County and National Government through established reporting channels.

4.1.6. CBET Institutional Coordination Units

CBET TVET Institution's Implementation Committees shall be established in every TVET institution to ensure effective delivery of CBET curricular. The responsibilities of the CBET Institutional Implementation committee shall include:

i. Planning for and coordinating the implementation of CBET at the institutional level.
ii. Monitoring and reporting on the implementation of CBET.
iii. Overseeing and enhancing implementation of CBET guidelines.in collaboration with other sector players.

In addition to the committees, the State Department in charge of TVET shall establish additional structures to enhance its oversight role in coordinating and monitoring implementation of CBET in public and private TVET institutions across government ministries, sectors and industry.

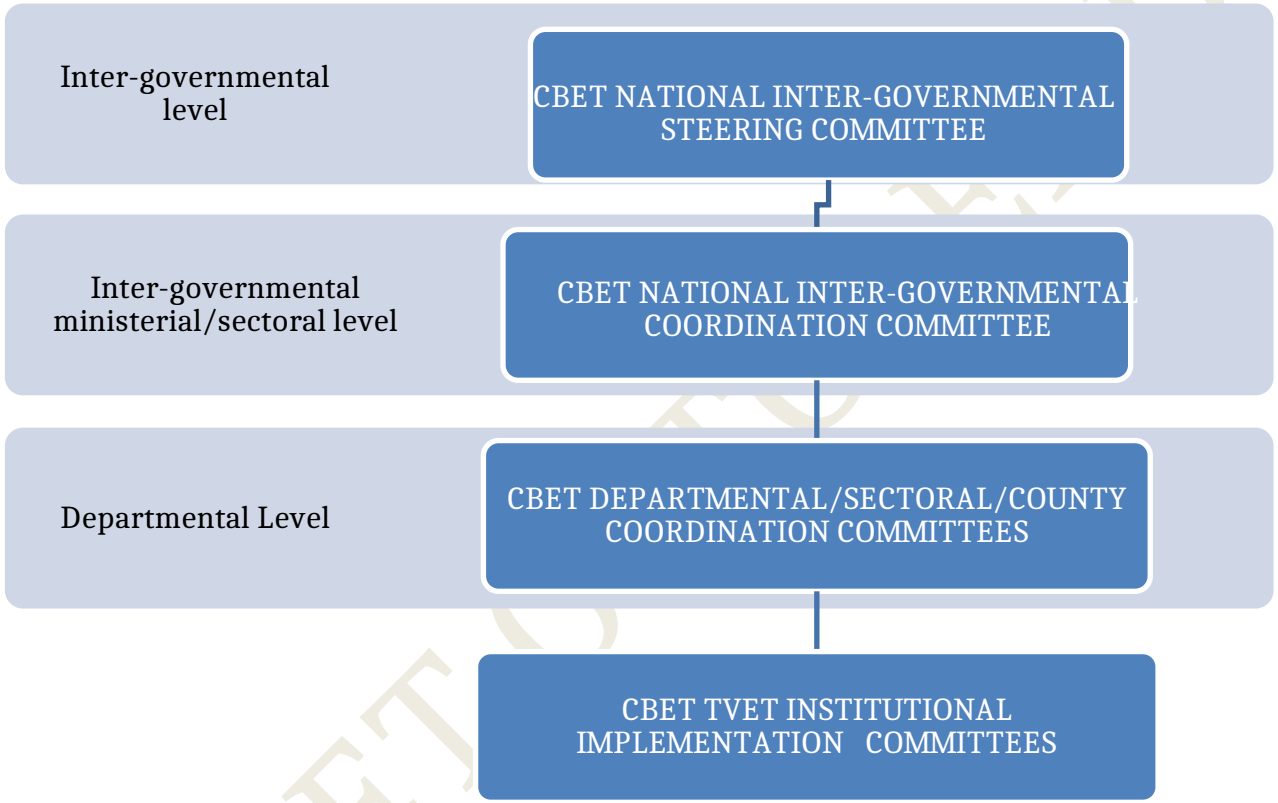

Figure 1. Organization Structure for CBET Implementation Committees

4.1.7 Role of SDTVET in implementation of CBET Policy

The implementation of this policy will be coordinated by the Ministry of Educations State department for TVET. The strategies will be implemented as indicated in the implementation matrix in ***Annex 1***.

Responsibilities of SDTVET will include:

i. Policy direction and coordination of stakeholder engagement.
ii. Develop strategies for the implementation of CBET in collaboration with other sector players.
iii. Strategic coordination of CBET implementation across ministries agencies, institutions
iv. Promote collaboration between stakeholders in CBET
v. Enhance establishing links between industry CBET stakeholders in collaboration with other sector players in collaboration with other sector players.
vi. Coordinate the capacity building for stakeholders responsible for CBET implementation
vii. Coordinate and carry out advocacy campaigns to promote awareness on CBET
viii. Mobilize resources for CBET implementation in TVET institutions under its mandate.
ix. Monitor the implementation of CBET across sectors.

4.2. Funding Arrangement

Effective implementation of CBET policy requires funds to cater for policy actions and the structures established. Implementation of CBET policy activities will be funded using funds received through annual government approved budget allocations by the national treasury to respective ministries and state departments, county government allocations, development partners and donors, public-private partnerships (PPPs), internally generated funds (IGFs), civil society and NGOS. To ensure efficient, transparent, and accountable use of financial resources, the management of the funds shall be in accordance with the established government financial management frameworks, legislation and regulations.

Through the established coordination frameworks and administrative mechanisms, the government aims to streamline and enhance CBET ensuring that it is aligned with industry standards, it equips trainees with the necessary competencies for the labor market and supports the development of a workforce that can contribute to the national development goals as outlined in Vision 2030.

CHAPTER 5 MONITORING IMPLEMENTATION OF CBET POLICY

This section explains how policy strategies and actions in the CBET policy will be monitored and evaluated; reporting channels, dissemination of M&E results as well as the feedback mechanism from the public on the policy implementation. The section provides information on the data sources, timeframe for implementation of the identified strategies and actions and who is responsible for tracking the implementation of the policy actions.

5.1 Monitoring

MOE shall work closely with all sector players (ministries and departments), whose mandates contribute to CBET, to create and operationalize structured systems, processes that enable effective implementation, coordination, oversight of this CBET policy. The proposed strategies will be mainstreamed in TVET across sectors and activities. Emerging inconsistencies in the implementation will be reviewed to support realization of the objectives. The implementation matrix will be monitored to measure attainment of expected outputs

Monitoring and evaluation (M&E) of the implementation of this policy will help identify strengths and weaknesses in the implementation process and make evidence based improvement decisions. M & E will help detect any obstacles that may impede the implementation of this policy and will help all key players make adjustments where necessary to ensure that the strategies outlined in this policy are implemented effectively to achieve their intended outcomes. This will help identify strengths and weaknesses in the implementation process and make evidence based improvement decisions. Additionally, emerging inconsistencies in the implementation will be reviewed to support realization of the objectives. The implementation matrix will be monitored to measure attainment of expected outputs.

The implementation of CBET policy strategies and activities will be monitored through a results-based monitoring and evaluation (M&E) framework that includes clearly defined indicators, baselines, targets, and timelines. Monitoring will be conducted on a regular basis led by SDTVET in collaboration with other government departments and agencies. SDTVET as the lead shall establish a designated CBET Policy Implementation Unit that shall work in collaboration with CBET Implementation Committees at national and institutional levels to monitor implementation of the CBET policy.

Potential challenges to successful monitoring of CBET policy implementation include: limited technical capacity at national, county, and institutional levels to design, implement, and report on M&E activities, lack of trained personnel in data collection, analysis, and

interpretation of CBET-specific indicators, inconsistent data collection tools and processes across institutions, weak integration between TVET management information system (TMIS), labour market information system (LMIS), and institutional reporting systems, insufficient allocation of funds specifically for monitoring and evaluation activities, inability to conduct regular field monitoring, tracer studies, or evaluations due to budget constraints, poor compliance with reporting schedules and lack of standardized reporting formats, reluctance or delays in submitting data from institutions due to lack of incentives or enforcement mechanisms, absence of well-defined indicators to track the implementation of CBET activities and outcomes, limited baseline data to benchmark progress and measure impact over time, low participation of industry stakeholders, employers, and trainees in feedback and monitoring process, limited stakeholder awareness of the importance of M&E for continuous improvement, monitoring results are not effectively used to inform decision-making or improve policy implementation, lack of structured mechanisms for incorporating lessons learned and best practices, poor internet connectivity, especially in rural institutions, affecting real-time data submission, inadequate digital tools and platforms for efficient M&E data collection and visualization, unclear responsibilities among various M&E actors at institutional, county, and national levels, duplication of efforts or gaps due to lack of coordination among SDTVET units and partners.

5.2 Data Sources and Timeframe for Implementation

Data sources for implementation of CBET will include TVET Management Information System (TMIS). Labour Market Information System (LMIS), Institutional reports and tracer studies, TVET-CDACC assessment and certification data, data from quality assurance bodies, industry feedback and employer surveys. Data will be collected on a quarterly basis using harmonized monitoring tools. The CBET policy strategies and actions outlined in this document will be implemented over a five-year period, with short-, medium-, and long-term milestones clearly defined in the implementation plan. This section contains annexes with details that may not be included in the body of the policy.

5.3 Evaluation

Evaluation of policy performance and outcomes will be undertaken by CBET Policy Implementation Committees at national and county levels. Evaluation will be both formative (ongoing) and summative (end-of-cycle), measuring effectiveness, efficiency, relevance, sustainability, and impact of policy interventions. Evaluation of policy performance and outcomes will entail the following elements, evidence-based assessment of the:

i. Analysis of trainee completion rates in CBET.

ii. Analysis of employment and placement rates of CBET graduates to gauge the effectiveness and relevance of CBET programmes in meeting evolving labour market needs goals.
iii. Industry engagements and partnerships established with local industry participating in training with TVET institutions, Effectiveness of CBET approaches in transfer of knowledge and competencies to trainees.
iv. Relevance of CBET approaches as interventions to evolving institutional and sectoral needs.
v. Analysis of trainers reskilled and retrained to implement CBET.
vi. Evaluating efforts to enhance access, equity and inclusivity in CBET.
vii. Evaluating assessment results and performance of trainees.
viii. Compliance with CBET guidelines by key players.
ix. Impact of policy strategies/activities on individual and institutional performance.

The State Department of TVET in collaboration with key players will conduct the baseline, mid-term and end-term evaluations. However, to ensure credibility and independence, evaluations may be carried out in collaboration with external evaluators or third-party agencies. Evaluation results will inform policy improvement, resource allocation, accountability mechanisms, and learning across sectors.

5.4 Reporting

Progress and findings from monitoring and evaluation activities will be documented and reports shared regularly. Reporting will be structured to support transparency, institutional accountability and continuous improvement. Reporting on implementation of CBET policy will follow a structured channel. Institutional Level reports from VTCs will be submitted to County Implementation Committees from VTCS and Compiled reports submitted to National CBET coordination as well as Implementation Committees/units, while Institutional Level reports for TVET institutions under the national government (NPs, TTIs, TVCs, ISTs) will be consolidated by the CBET monitoring team and shared with the National CBET coordination as well as Implementation Committees/units within SDTVET, for compilation and onward dissemination to the senior leadership within the Ministry of Education and relevant development partners for action.

All actors engaged in CBET policy implementation shall adhere to the established vertical and horizontal reporting mechanisms within SDTVET, from institutional implementation units, to county-level committees, and finally to national coordinating entities. These channels ensure accountability, timely information flow, and coordinated decision-making.

5.5 Learning

Lessons learnt during policy implementation will be systematically documented through learning reviews, case studies, and operational research. These will inform mid-term and end-term reviews, guiding policy refinement and future programs.
Successful implementation strategies and best practices will be identified through evaluations and scaled up across institutions and counties through guidelines, toolkits, and peer learning platforms. Ineffective elements will be discontinued or redesigned based on evidence and stakeholder input.

5.6 Review of the CBET Policy

This CBET policy shall be reviewed every 5 years or when need arises to respond to emerging issues.

ANNEXES

Annex 1. CBET Policy Implementation Matrix

POLICY OBJECTIVE 1: Strengthen governance, coordination and management and address fragmentation in CBET implementation								
POLICY STATEMENT: The Government is committed to strengthening the governance and management of the TVET system for effective implementation of CBET as a transformative national workforce development strategy								
Strategies	**Activities**	**Expected Outputs**	**Key Performance Indicators**	**Time Frame**	**Estimated cost**	**Funding Sources**	**Responsibility**	
							Lead	**Support**
Strengthen Intergovernmental coordination between the National and County Governments, all ministries and agencies implementing CBET.	Establish National inter-governmental CBET steering committee	CBET National inter-governmental steering committee established and operational	Appointment letters. Minutes of meetings of CBET National inter-governmental steering committee	Jan to June 2026	KES 2M	GoK and County governments Development partners	Cabinet Secretary MOE	CoG IGRTC County Governments
	Establish CBET National inter-governmental coordination committee	CBET National inter-governmental coordination committee established and operational	Appointment letters. Minutes of meetings of CBET National inter-governmental coordination committee	Jan to June 2026	KES 1M	GoK and County governments Development partners	PS TVET	CoG IGRTC Chairperson of COG Education committee
	Establish CBET Departmental/sectoral coordination committee	CBET Inter-Ministerial coordination committee established and operational	Appointment letters. Minutes of meetings of CBET Inter-Ministerial /sectoral coordination committee	Jan to June 2026	KES 500,000	National Government, County Governments Development partners	PS SDTVET	PSs implementing ministries, Chair CECM education caucus, FKE, and KATTI
	Each county establishes County TVET Committees	County TVET Committee established and operational	No. of county committees established and operational	Jan to June 2026	KES 50000	CoG County Governments	CoG	Intergovernmental Relations Secretariat

			Minutes of committee meetings					
	Establish CBET TVET Institutional implementation Committees	CBET TVET Institutional implementation Committees established	No. of institutions committees established and operational.	Jan to June 2026	KES 5000	Individual institutions	Principals	DP admin
Harmonize policy frameworks to clearly define and outline specific roles and responsibilities of all key players in MCDAs involved in CBET	Review and harmonize existing CBET policy frameworks and guidelines	Policy frameworks, guidelines revised and harmonized.	Updated harmonized policy framework and guidelines	Jan to June 2026	KES 15M	GoK, Development Partners	SD-TVET, Industry	Attorney General's Office
	Review any the legal frameworks and policies to delineate roles	Policies frameworks on TVET reviewed and harmonized	Harmonized policy frameworks and policies	Jan to December 2026	KES 2.5M	GoK, Development Partners	TVETA, SDTVET, TVET-CDACC, industry	Attorney General's Office
	Develop guidelines on role of SDTVET headquarter in monitoring implementation of CBET in all public and private TVET institutions	Guidelines developed	Guidelines on the role of SDTVET headquarter in monitoring personnel in monitoring TVET in private institutions	Jan to June 2026	KES 2M	GoK and County governments Development partners	Cabinet Secretary MOE	CoG IGRTC
Strengthen communication across both levels of government, public and private sectors to ensure clarity and timely exchange of information.	Sensitize stakeholders on communication protocols and sectors involved in CBET Establish clear communication protocols across all stakeholders and sectors involved in CBET	Communication protocols established	Established Communication protocols	Jan to June 2026	KES 100000	GoK, CGs	CS MoE, CoG	PS SD-TVET, Agencies
	Hold quarterly multi-stakeholder forums	Multi-stakeholder forums held.	Number of forums held.	Every 3 months	KES 1M	GoK, CGs, developmen	PS-SDTVET, CoG	Industry

						t partners		
	Hold quarterly multi-stakeholder forums	Multi-stakeholder forums held.	Number of forums held.	2026 - 2029 Every 3 months	KES 500000	GoK, CGs, Development Partners	PS-SDTVET, TVETA, KNQA, TVET-CDACC, CGs	SDTVET, NPs, TVCs, VTCs
Strengthen capacity of CBET quality assurance, inspection and monitoring agencies and units in all MCDAs involved in TVET.	Enhance budget for quality assurance and monitoring of CBET	Funds allocation for inspection, quality assurance and monitoring agencies/units at both at headquarter and regulatory agencies enhanced.	Percentage increase of funds allocation in budget for inspection, quality assurance and monitoring of CBET.	2026 - 2029 Annually		GoK, Development Partners County Government	TVETA, KNQA, SDTVET	SDTVET, TTCs, VTCs
	Train / build capacity staff involved in inspection, monitoring and quality assurance.	Officers/staff involved in Quality assurance of CBET trained	Reports of training	2025 – 2029 Continuous		GoK, Development Partners County Governments	SDTVETTVETA, KNQA,	TVET institutions
Enhance the data management in TVET for consistent data access and information transmission to support evidence-based planning.	Integrate TVET Management Information system to include County VTC data and data from all Line Ministries	TVET-MIS Integrated to include VTCs and line ministries	Number of VTCs uploading data on TVET-MIS Number of Line Ministries integrated into TVET -MIS	2025 – 2029 Continuous		GoK, Donor Agencies	SDTVET, TVETA, KNQA, SDTVET County Governments	Ministry of ICT All line Ministries with TVET institutions, All TVET institutions
Enhance CBET awareness and feedback mechanisms	Hold quarterly multi-stakeholder forums	Multi-stakeholder forums held.	Number of forums held. Reports /Minutes of forums held	2025 – 2029 quarterly		GoK,	Ministry of Education.	All line Ministries with TVET institutions.
POLICY OBJECTIVE 2: To enhance quality and relevance of CBET to ensure alignment with labour market demands.								

POLICY STATEMENT: The Government of Kenya is committed to ensuring that training in TVET institutions is relevant to the labour market demands, flexible and trainee centered.								
Strategies	**Activity**	**Expected Output**	**Key Performance Indicators (KPI)**	**Time frame**	**Estimated Cost "M"**	**Funding Sources**	**Responsibility**	
							Lead	**Support**
Operationalize the National Skills Development Council (NSDC)	Fast track operationalization of the NSDC	NSDC constituted and operational	Operational NSDC	Jan to June 2026	0.5	Gok	Ministry of Labour KMA FKE KNFJA	SD-TVET
	Establish an inter-ministerial committee	Established inter-ministerial committee	Inter-ministerial committee constituted with gazetted membership, approved terms of reference.	Jan to June 2026	1.5	GOK	SDTVET	Ministry of Labour
	Develop a collaborative agreement	A developed collaborative agreement	Approved Collaborative agreement.	Jan to June 2026	0	-	SDTVET	Ministry of Labour & Office of Attorney General (OAG)
Align TVET Curricula to labour market and societal needs	Develop and institutionalize a collaboration framework/MoU with National Sector Skills Committees (NSSCs)	A collaboration framework/MoU developed	An approved and institutionalized collaboration framework/MoU	2025 Continuous	1.5	GoK	SDTVET	Ministry of Labour & (OAG)
	Collaborative Capacity building of NSSC members and TVET Curriculum developers on curriculum design and development	Capacity built NSSC members and TVET curriculum developers	No. of capacity built NSSC members & curriculum developers.	2025 Continuous	20	GoK & Developme nt Partners	SDTVET	Ministry of Labour
	Involve NSSCs members in curriculum	Curricula aligned to industry and societal needs	No. of developed Curricula aligned to industry and	2025 Continuous	200	GoK & Developme nt Partners	SDTVET	Ministry of Labour

	development, and review/Validation workshops		societal needs					
	Involve NSSCs in post-implementation evaluation of curricula	Curriculum evaluation reports Tracer study reports	No of evaluation reports and tracer study reports	2025 Continuous	2	GOK	SDTVET	Ministry of Labour
Strengthen the capacity of curriculum developers.	Map the skill areas to capacity build curriculum developers	Identified skill areas	No. of identified skill areas capacity built.	2025 Continuous	0	-	KSTVET	SDTVET Institutions.
		Identified curriculum developers	No. of identified curriculum developers	2025 Continuous	0	-	SDTVET	KSTVET TVET Institutions
	Undertake capacity building of Curriculum Developers	Capacity built curriculum developers	No. of trained curriculum developers	2025 Continuous	10	Gok	SDTVET	KSTVET
Align TVET curricula with KNQF	Sensitize curriculum developers on Basic level pathways and higher education entry behavior	Sensitized curriculum developers	Database of sensitized curriculum developers	2025 Continuous	3	GoK	SDTVET	CUE, TVETA, KNQA, QABS
	Align TVET Curricula to Basic education pathways and Higher education entry behavior	TVET Curricula aligned to Basic education pathways and Higher education entry behavior	TVET Curricula that allows progression	2025 To June 2026 Continuous	10	GoK	SDTVET	CUE, TVETA, KNQA, QABS SD for basic education & SD for higher education
Improve trainer - to - trainee ratio to meet recommended optimal levels for effective training delivery.	Conduct an audit on staffing levels in TVET institutions	National Staffing Audit Report for TVET Institutions developed	An Audit report	Jan to June 2026	2	GoK	SD-TVET	PSC TVETA

	Recruit trainers to meet the recommend ratios	Qualified trainers recruited to meet skill-Specific trainer-to-trainee ratios.	Percentage of TVET institutions meeting the recommended trainer-to-trainee ratio by trade area.	Jan to June 2026 Continuous	10	GoK	ST-TVET	PSC
	Rationalize in-post trainers	In-post trainers rationalized	Percentage of in-post trainers reassigned.	1 Year	4	GoK	ST-TVET	PSC
Enhance the capacity of trainers and technicians	Undertake training needs assessment of trainers and technicians	Training needs identified	Training Needs Assessment (TNA) report	Jan to June 2026	1.5	GoK	SD-TVET	Agencies TVET institutions
	Conduct training of trainers and technicians	Trained trainers and technicians	Database of trained trainers and technicians	2025 to 2029 Continuous	60	GoK	KSTVET	SDTVET TVETA Industry
	Conduct Continuous Professional Development (CPD) for trainers.	National CPD framework for TVET trainers developed and approve	Date of formal approval of the CPD framework by relevant authorities.	Continuous	5	GoK	KS TVET	SD TVET Development Partners.
Strengthen collaboration between TVET institutions and industry	Sensitize industry on their role in CBET implementation	Industry sensitization forums conducted.	Number of sensitization forums held. Percentage of participating industry representatives who demonstrate understanding of their role in	Jan to June 2026 continous	2	SD - TVET	SD - TVET	MLSP

			CBET					
	Establish MoU/Collaborative agreements between TVET institutions and Industry	Standardized MoU template developed and approved for TVET–Industry collaboration Signed collaborative agreements between TVET institutions and industry partners	Date of formal approval of the MoU template by relevant authorities Number of MoUs signed between TVET institutions and industry partners within the implementation period Percentage of signed MoUs that result in active collaboration	Jan to June 2026 continous	2	SD - TVET	SD - TVET	MLSP
Enhance the capacity of Agencies, Institutions and human capital involved CBET implementation	Upgrade physical & technological infrastructure of agencies and TVET institutions	Physical Infrastructure upgraded in targeted TVET institutions and agencies. ICT Infrastructure and digital tools installed to support CBET delivery	Number of institutions with completed upgraded infrastructure. Percentage increase in trainee capacity due to infrastructure expansion. Number of institutions equipped with	Jan to Dec 2026 continuous	10	GoK	SD - TVET	National Treasury Parliament

			CBET-aligned digital tools. Percentage of trainers and trainees accessing upgraded digital infrastructure for both delivery and assessment					
	Implement equitable resource allocation and targeted funding mechanisms	National funding framework for CBET implementation developed and Approved Targeted budget allocations disbursed to Agencies and TVET institutions	Date of formal approval of the funding framework by relevant authorities. Percentage of institutions receiving CBET-aligned funding within the fiscal year Increase in budget share allocated to CBET implementation	Jan to Dec 2026 continuous	10	GoK	SD TVET	MoE
Strengthen capacity for quality assurance bodies in TVET	Review regulations, standards and guidelines	Regulations, Standards and guidelines reviewed	Number of regulations, standards and guidelines reviewed	Jan to Dec 2026 continuous		GOK	SDTVET	TVETA
	Train TVET staff on quality assurance mechanisms	TVET staff trained on QA mechanisms.	Number of TVET staff trained.	Jan to Dec 2026 continuous		GOK	SDTVET	TVETA TVET-CDACC KNQA KSTVET

	Increase budgetary allocation for QA	Higher budget allocated for QA activities.	Percentage increase in QA budget allocation.	Jan to Dec 2026 continuous		GOK	SDTVET	TVETA TVET-CDACC KNQA KSTVET
Strengthen capacity of IQA in TVET institutions.	Develop IQA policies, procedures and manuals.	IQA policies, procedures and manuals developed.	Number of IQA policies and procedures developed.	Jan to June 2026		GOK	TVET Institutions	SDTVET TVETA
	Train institutional staff on CBET regulations, standards and guidelines.	Institutional staff trained on CBET regulations, standards and guidelines requirements.	Number of staff trained on CBET regulations, standards and guidelines.	2025 to June 2026		GOK	SDTVET TVETA	TVET Institutions
	Conduct regular IQA monitoring and enforcement	IQA monitoring and enforcement undertaken.	Number of IQA monitoring and enforcements conducted.	2025 continuous		GOK	TVET Institutions	SDTVET
	Establish a mentorship and peer-learning program among institutions on IQA	Functional mentorship program between institutions established	Number of mentorship partnerships established	Jan to June 2026		GOK	TVET Institutions	SDTVET TVETA
Enhance compliance with regulations, standards and guidelines for CBET implementation	Review compliance monitoring tool.	Monitoring tool reviewed	Reviewed monitoring tool	Jan to June 2026		GOK	TVETA	SDTET
	Review compliance monitoring tool.	Monitoring tool reviewed	Reviewed monitoring tool	2025 to 2026 continuous		GOK	TVETA	SDTET
	Conduct awareness campaigns on compliance with regulations, standards and guidelines	Awareness campaigns conducted	Number of awareness campaigns conducted	2025 to 2026 continuous		GOK	TVETA	SDTVET

	Conduct regular monitoring and enforcement in institutions	Monitoring and enforcement in institutions conducted	Number of institutions monitored for compliance.	2025 t0 2026 continuous		GOK	TVETA	SDTVET
	Disseminate monitoring and enforcement reports	Monitoring and enforcement reports disseminated	Number of reports disseminated	2025 to 2026 continuous		GOK	TVETA	SDTVET
Strengthen the coordination of monitoring among stakeholders	Establish an inter-agency CBET coordination committee	Inter-agency CBET coordination committee established	Operational inter-agency CBET coordination committee	2025 continuous		GOK	SDTVET	TVETA, TVET-CDACC, KNQA
	Review compliance monitoring tool.	Monitoring tool reviewed	Reviewed monitoring tool	2025 to June 2026 continuous		GOK	SDTVET	TVETA, TVET-CDACC, KNQA
Strengthen TVET MIS	Upgrade TVET MIS to incorporate all requisite modules	TVET MIS upgraded with all requisite modules incorporated	Upgraded TVET MIS	2025 to June 2026 continuous		GOK	SDTVET	TVETA, TVET-CDACC, KNQA, TVET Institutions
	Capacity build TVET institution staff on TVET MIS	TVET Institutions staff skilled on TVET MIS usage	Number of Staff capacity built	2025 to June 2026 continuous		GOK	SDTVET	TVET Institutions
	Upload data to TVET MIS regularly.	TVET MIS data uploaded	TVET MIS data uploads and up to date.	5 Years		GOK	SDTVET	TVETA TVET-CDACC KNQA NPs, TVCs VTCs
POLICY OBJECTIVE 3: To promote access, equity and inclusivity in CBET ensuring no one is left behind								
POLICY STATEMENT: The Government is committed to enhance access, equity, inclusivity and in CBET to ensure no one is left behind								
Strategies	**Activities**	**Expected Output**	**Key Performance Indicators**	**Time frame**	**Estimated Cost "M"**	**Funding Sources**	**Responsibility**	
							Lead	**Support**
Enhance public awareness and advocacy campaigns for modular CBET to promote positive	Conduct marketing campaigns and share CBET information on relevant websites, social	Marketing campaigns conducted	Number of campaigns conducted	2025 to June 2026 continuous	5	GOK	SDTVET	National Government Admin Officers (NGAO), County

perceptions of CBET.								Governments TVET Institutions
Enhance adoption and effective implementation of modular CBET to promote flexible learning pathways and expand access	Review and operationalize national guidelines for flexible modular CBET.	National Guidelines on implementation of modular CBET	Approved operational national guidelines on implementation of CBET in use.	2025 to June 2026		GOK	SDTVET	Ministry of Labour. Ministry of Industry. Partners
	Develop and implement Credit Accumulation Transfer System (CATS) to allow trainee mobility and progression in CBET pathways.	Credit Accumulation Transfer System implemented to support modular CBET	Number of TVET institutions implementing CBET and Accumulation Transfer System	2025 to June 2026 continuous		GOK	SDTVET	Ministry of Labour. Ministry of Industry. Partners
	Strengthening quality assurance and assessment systems to support modular certification across TVET institutions			2025 to June 2026 continuous		GOK National and County GovernmentsDevelopment Partners	MOE/SDTVET	
	Invest in capacity building of trainers, assessors, and institutional leaders on modular CBET pedagogy and assessment.			2025 to June 2026 continuous		GOK National and County Governments. Development Partners	MOE/SDTVET	NG-CDF, County Governments
	Leverage digital and blended learning platforms.			2025 to June 2026 continuous		GOK National and County Governments. Development Partners	MOE/SDTVET	NG-CDF, County Governments

Enhance funding to reduce the cost of CBET implementation	Subsidize cost of CBET with regard to tuition, training materials, equipment and assessment.	Cost of CBET reduced through government subsidies	Number/type of government cost reduction and subsidy initiatives.	2025 to June 2026 continuous		GOK	SDTVET	National Government Admin Officers (NGAO), County Governments
	Provide targeted financing and learner support (including scholarships, bursaries and industry-supported training slots) to widen access for youth, adults, workers, and other diverse learners	Scholarships Bursaries provided to vulnerable and needy youth trainees	Number of disadvantaged trainees benefiting from scholarships and bursaries	2025 to 2026 continuous		GOK National and County Governments Sponsors Development Partners	MOE/SDTVET	NG-CDF, County Governments
	Provide flexible fee payment plans for vulnerable and disadvantaged groups	Evidence of flexible payment schedules and commitment letters	Number of disadvantaged trainees benefiting from flexible payment plans	2025 to 2026 continuous		GOK Parents. Guardians Sponsors	SDTVET	NG-CDF, County Governments
	Implement affirmative action inclusive and policies on education and training	Affirmative action policies on education and training implemented	No of policies being implemented	2025 to June 2026 continuous		GOK	SDTVET	National Government Admin Officers (NGAO), County Governments TVET Institutions
Enhance the capacity of TVET institutions through expansion of infrastructure and human resource .	Expand physical and internet infrastructure of TVET institutions.	Infrastructure facilities expanded	Number of TVET institutions with expanded infrastructure	2025 to June 2026 continuous		GOK	SDTVET	TVET institutions
	Conduct an audit on staffing levels in TVET institutions	National Staffing Audit Report for TVET Institutions developed	Completion and publication date of the audit report.	2025 to June 2026 continuous	3	GoK	SD -TVET	TVETs TVET Authority

			Number of TVET institutions audited. Availability accessible centralized staffing digital database .					
	Rationalize in-post trainers	Rationalization framework for In-Post trainers developed and approved Reassignment and optimization plan implemented across TVET Institutions	Official endorsement of the trainer rationalization framework. Percentage of in-post trainers reassigned. Reduction in staffing disparities.	2025 to June 2026 continuous	3	SD - TVET	SD - TVET	TVET institutions
	Recruit additional trainers to meet the recommend ratios	Trainers recruited	Number of trainers recruited. Trainer to Trainee Ratio.	2025 to June 2026 continuous		GOK	PSC	SDTVET
	Establish more TVET institutions in regions without institutions with focus on under-served remote regions to achieve equitable geographical distribution across the country	New TVET institutions established	Number of new TVET institutions established	2025 to 2027 continuous		GOK	SDTVET	National Treasury, County Governments

Enhance implementation of inclusive policies and targeted interventions for vulnerable and disadvantaged groups.	Full implementation of inclusive policies and interventions targeting females, persons with disabilities, and other marginalized groups	Policies inclusive policies implemented	No. of inclusive policies being implemented	2025 to June 2026 continuous		GOK	SDTVET	TVET Institutions
Establish and implement the Credit Accumulation Transfer System to enhance trainee mobility and progression in CBET pathways.	Develop and implement Credit Accumulation Transfer System (CATS) to allow trainee mobility and progression in CBET pathways.	Operational CATS Credit Accumulation Transfer System implemented to support modular CBET	No of beneficiaries of the Credit Accumulation Transfer System	2025 to June 2026 continuous		GOK	SDTVET	KNQA TVET - CDACC TVET Institutions
			Number of TVET institutions and implementing CBET and KCAT System. No. of beneficiaries of the Credit Accumulation	2025 to June 2026 continuous		GOK	SDTVET	National Treasury. Ministry of Labour. Ministry of Industry. Partners
	Fast track implementation of KCATS	Operationalized KCATS	Functional KCATS	2025 to June 2026 continuous	-	-	SDTVET	KNQA
	Adopt and implement blended training programs.	Blended training programmes implemented under CBET in all TVET institutions	Number of TVET institutions implementing blended and flexible training.	2025 to June 2026 continuous		GOK	SDTVET	TVET Institutions, TVET Agencies
	Sensitization on CBET Pathways	Increased public awareness of CBET progression pathways	Number of awareness campaigns	2025 to June 2026 continuous		GOK, County Govts	KNQA, TVETA, County Governments	SDTVET, TVET-CDACC
Enhance awareness on benefits of STEM courses for all genders	Conduct career talks, mentorship and programs	Career talks and mentorship programmes conducted - Enrolment of	% increase in female trainees enrolled in STEM courses	2025 to June 2026 continuous		GOK	SDTVET	Agencies, TVET Institutions

		females in STEM courses						
Expand and strengthen opportunities for access to Special Needs Education and Training to ensure inclusive participation in CBET programmes	Establish additional special needs TVET institutions that offer training for trainees with various special needs. Convert additional 8 Technical and Vocational Colleges to Special Needs TVET Institutions	New special needs TVET institutions established and operational.	No of new special needs TVET institution established	2025 to June 2026 continuous		GOK	SDTVET	TVCs Identified for convertion
	Expand the mandate of Special Needs TVET Institutions to QAB status to enable them develop, implement and certify curriculum for trainees with extreme disability	Mandate for Special Needs TVET Institutions expanded to QAB status with mandate to develop curricular, assess and certify trainees with specific disabilities.	Number of Special Needs TVET Institutions with expanded mandate to QAB status.	2025 to June 2026 continuous		GOK	SDTVET	TVETA
	Adapt all CBET curricular, assessment materials and methodologies to suit the needs of persons with special needs	CBET curricular and assessment materials adapted to suit trainees with special needs	No of CBET curricular adapted to suit trainees with special needs.	2025 to June 2026 continuous		GOK	SDTVET	TVET - CDACC TVETA
	Develop/Review curriculum frameworks/Standards to mainstream	Curriculum frameworks/standards developed/reviewed	Inclusive curriculum framework/Standard	2025 to June 2026 continuous	4	GoK	SDTVET	TVETA QABs

	Equip special TVET institutions with modern assistive information communication technology for trainees with special needs.	Special TVET institutions equipped with modern assistive information communication technology for trainees with special needs.	Number of special TVET institutions equipped with modern assistive information communication technology for trainees with special needs.	2025 to June 2026 continuous		GOK	SDTVET	Special Needs TVET Institutions
	Train curriculum developers on inclusive curriculum	Trained curriculum developers for special needs	Database of trained curriculum developers for special needs	2025 to June 2026 continuous	3	Gok	SDTVET	TVETA KSTVET
	Recruit adequate trainers with capacity to handle trainees with special needs for	Specialized trainers recruited and deployed to support iInclusive CBET delivery	Number of trainers recruited with qualifications or certification in Special Needs Education (SNE) or inclusive pedagogy. Percentage of TVET institutions with at least one trainer trained to support learners with special needs	2025 to June 2026 continuous	100	GoK	SD - TVET	MoE KSTVET
	Integrate trainees with mild disabilities into regular TVET institutions.	Regular /mainstream TVET institutions admit /integrate trainees with mild disabilities	No of regular TVET institutions that have practice integration of trainees with	2025 to June 2026 continuous		GOK	SDTVET	TVET Institutions

			disabilities					
	Integrate the role of language transcribers into national TVET policies as essential support personnel for inclusive learning	Role of language transcribers integrated into national and TVET policies as essential support personnel for inclusive learning	Number of Language transcribers recruited	2025 to June 2026 continuous		GOK	SDTVET	TVET agencies
	Recruit language transcribers to support and offer services in CBET delivery assessment and certification for trainees with special needs	Language transcribers recruited to support and offer services in CBET delivery assessment and certification	Number of Language transcribers recruited	2025 to June 2026 continuous		GOK	PSC	SDTVET
Enhance administrative processes of application, placement and transfer of trainees into TVET institutions.	Fees charged for application, placement and transfer to CBET programs lowered to make it affordable to all.	Affordable fees for application, placement and transfer of trainees across TVET institutions	Number of trainees enrolling into TVET Institutions	2025 to June 2026 continuous		GOK	SDTVET	TVET Institutions, KUCCPS
	Decentralize application, placement and transfer of trainees into TVET institutions.	Affordable fees for application, placement and transfer of trainees across TVET institutions	Number of trainees enrolling into TVET Institutions	2025 to June 2026 continuous		GOK	SDTVET	TVET Institutions, KUCCPS

Enhance public awareness campaigns on CBET	Conduct marketing campaigns and post CBET information on relevant websites, social	Marketing campaigns conducted	Number of campaigns conducted	2025 to June 2026 continuous		GOK	SDTVET	NGAO, County governments, Media,
Promote subsidization schemes and initiatives to reduce the cost of CBET implementation	Subsidize cost of CBET with regard to tuition, training materials, equipment and assessment	Cost of CBET reduced through government subsidies.	Number/type of government cost reduction and subsidy initiatives.	2025 to June 2026 continuous		GOK	SDTVET	NGAO, County governments, Media,
Promote targeted incentives, affirmative action initiatives and trainee financial support schemes such as scholarships and bursaries for economically disadvantaged trainees.	Provide scholarships, bursaries, and flexible fee payment plans for vulnerable and disadvantaged groups particularly females, persons with disabilities, economically disadvantaged trainees and other marginalized groups.	Scholarships and bursaries provided for vulnerable and disadvantaged groups	Number of disadvantaged trainees benefiting from scholarships and bursaries	2025 to June 2026 continuous		GOK National and County Governments. Development Partners	MOE/SDTVET	NG-CDF, County Governments
	Implement affirmative action inclusive and policies on education and training	Affirmative action policies on education and training implemented	No of policies being implemented	2025 to June 2026 continuous		GOK National and County GovernmentsDevelopment Partners	MOE/SDTVET	NG-CDF, County Governments
Enhance the capacity of TVET institutions through expansion of core infrastructure facilities,	Expand physical and internet infrastructure of TVET institutions.	Infrastructure facilities expanded	Number of TVET institutions with expanded infrastructure	5 y2025 to June 2026 continuous ears		GOK National and County Governments. Development Partners	MOE/SDTVET	NG-CDF, County Governments

Improve trainer - to - trainee ratio to recommended optimal levels for effective training delivery.	Recruit additional trainers to meet the recommend ratios	Trainers recruited	Number of trainers recruited to improve Trainer Trainee Ratio. Average trainer to trainee ratio	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	NG-CDF, County Governments
Promote geographical balanced distribution of TVET institutions in the country	Establish more TVET institutions in regions without TVET institutions with focus on under-served remote regions to achieve equitable geographical distribution across the country	New TVET institutions established	Number of new TVET institutions established	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	NG-CDF, County Governments
Promote flexible learning programs to address different clients.	Implement modular and blended learning programs.	Modular learning programmes implemented under CBET in all institutions	Number of institutions implementing modular CBET	2025 to June 2026 continuous		GOK National and County Governments	SDTVET	
	Adopt and implement blended training programs.	Blended training programmes implemented under CBET in all TVET institutions	Number of TVET institutions implementing blended and flexible training.	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	TVET institutions County Governments
Enhance implementation of inclusive policies and targeted interventions for vulnerable and disadvantaged groups	Full implementation of inclusive policies and interventions targeting females, persons with disabilities, and other marginalized groups	Policies inclusive policies implemented	No. of inclusive policies being implemented	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	TVET institutions County Governments
Promote trainee mobility and progression in CBET pathways.	Establish and implement the Credit Accumulation Transfer System (CATS)	Operational CATS	No of beneficiaries of the Credit Accumulation Transfer System	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	TVET institutions County Governments

						Guardians		
	Sensitization **on CBET Pathways**	Increased public awareness of CBET progression pathways	Number of awareness campaigns	2025 to June 2026 continuous		GoK, County Govts	KNQA, TVETA, County Governments	SDTVET, TVET-CDACC
Enhance awareness on benefits of STEM courses for all genders to increased enrolment of females in STEM courses	Conduct career talks, mentorship and programs	Career talks and mentorship programmes conducted - Enrolment of females in STEM courses	% increase in female trainees enrolled in STEM courses	2025 to June 2026 continuous				
Expand access opportunities for the capacity of special TVET institutions	Establish additional special needs TVET institutions that offer training for trainees with various special needs.	New special needs TVET institutions established and operational.	No of new special needs TVET institution established	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	
	Expand the mandate of at least 2 special TVET colleges to QAB status to enable them develop, implement and certify curriculum for trainees with extreme disability	Mandate for 2 Special TVET colleges expanded to QAB status with mandate to develop curricular, assess and certify trainees with specific disabilities.	Number of special TVET colleges with expanded mandate to QAB status.	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	
	Adapt all CBET curricular, assessment materials and methodologies to suit the needs of persons with special needs	CBET curricular and assessment materials adapted to suit trainees with special needs	No of CBET curricular adapted to suit trainees with special needs.	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	

	Equip /provide special TVET institutions with modern assistive information communication technology for trainees with special needs.	Special TVET institutions equipped with modern assistive information communication technology for trainees with special needs.	Number of special TVET institutions equipped with modern assistive information communication technology for trainees with special needs.	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	
Promote integration of trainees with mild disabilities into regular TVET institutions.	Integrate trainees with mild disabilities into regular TVET institutions.	Regular /mainstream TVET institutions admit /integrate trainees with mild disabilities	No of regular TVET institutions that have practice integration of trainees with disabilities	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	
Promote the engagement of language transcribers into TVET as essential support personnel for inclusive CBET.	Integrate the role of language transcribers into national TVET policies as essential support personnel for inclusive learning	Role of language transcribers integrated into national and TVET policies as essential support personnel for inclusive learning	Number of Language transcribers recruited	2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	
	Recruit language transcribers to support and offer services in CBET delivery assessment and certification for trainees with special needs	Language transcribers recruited to support and offer services in CBET delivery assessment and certification		2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	
Promote application, placement and transfer of trainees into CBET through KUCCPS	Lower fees charged for application, placement and transfer to CBET programs to make it affordable to all.	Affordable fees for application, placement and transfer of trainees across TVET		2025 to June 2026 continuous		GOK National and County Governments	MOE/SDTVET	

		institutions						
Policy Objective 4: To enhance ICT integration in CBET implementation								
POLICY STATEMENT: The Government of Kenya is committed to ensuring integration of ICT in CBET delivery, assessment and administration for effective implementation of CBET.								
Strategies	**Activities**	**Expected Outputs**	**Key Performance Indicators**	**Time Frame**	**Estimated cost (m)**	**Funding Sources**	**Responsibility**	
							Lead	**Support**
Promote integration of ICT in CBET implementation	Provide inclusive ICT infrastructure and digital equipment	Workshops, classrooms and computer labs equipped with enough computers, Projectors and reliable internet	Ratio of computers to trainees	2025 to June 2026 continuous	2,000	GOK/ Development partners	SDTVET	Konza Technopolis, KICD, KSTVET
	Develop institutional ICT integration policies	ICT integration policies developed	No of institutions with approved ICT policies	2025 to June 2026 continuous	20	TVET institutions	SDTVET	NPs
	Digitize inclusive CBET training and assessment tools	Training and assessment tools converted into digital formats	Percentage of digital modules developed	2025 to June 2026 continuous	50	GOK/ Development partners	SDTVET	KSTVET NPs
Provision of assistive technologies (ATs) for trainers and trainees with special needs in TVET institutions.	Conduct a needs assessment to identify assistive technologies needs in TVET institutions	Assistive technologies need in TVET institutions identified	Needs Assessment Report	2025 to June 2026 continuous	10	GOK/ Development partners	SDTVET	NCPWD KISE
	Train trainers and trainees on the use of ATs	Trainers and trainees trained on use ATs	No. of trainers and trainees trained on use of ATs	2025 to June 2026 continuous	100	GOK/ Development partners	SDTVET	KSTVET KISE

Provision of adequate curriculum support personnel to assist trainers and trainees with special needs.	Recruit adequate curriculum support personnel to assist trainers and trainees with special needs.	Curriculum support personnel recruited	Number of curriculum support personnel recruited	2025 to June 2026 continuous	200	GOK/ Development partners	SDTVET	PSC KICD TVET-CDACC
	Train curriculum support personnel to assist trainers and trainees with special needs.	Curriculum support personnel trained	Number of curriculum support personnel trained on assisting trainees	2025 to June 2026 continuous	10	GOK/ Development partners	SDTVET	KSTVET KISE
Strengthen trainers' capacity for effective integration of ICT in implementation of CBET.	Capacity build trainers on ICT integration in CBET implementation	Trainers Capacity built on ICT integration in CBET	No. of trainers trained on ICT integration in CBET	2025 to June 2026 continuous	50	GOK/ Development partners	SDTVET	KSTVET
	Develop institutional data protection policies	Institutional data protection policies developed and approved	Policy approved and disseminated to all departments	2025 to June 2026 continuous	30	GOK/ Development partners	SDTVET	Ministry of ICT
	Conduct regular data protection audits	Data protection audits conducted regularly	Audit reports	2025 to June 2026 continuous	50	GOK/ Development partners	SDTVET	Ministry of ICT
Promote development of inclusive local digital content	Develop inclusive local digital content	Inclusive Local digital content developed	Number of inclusive local digital content developed	2025 to June 2026 continuous	100	GOK/ Development partners	SDTVET	KSTVET
	Adopt use of local digital content	Use of local digital content adopted	No. of TVET institutions using local digital content	2025 to June 2026 continuous	20	GOK/ Development partners	SDTVET	Ministry of ICT
POLICY OBJECTIVE 5: To enhance resource mobilization for sustainable financing to support CBET implementation across all levels.								
POLICY STATEMENT: The Government is committed to ensuring adequate, predictable, and diversified funding to support the development, implementation and continuous improvement of CBET across all levels of Training TVET.								

Enhance resource mobilization for sustainable implementation of CBET.	Increase budget and resource allocation for CBET in all MCDAs	Budget and resource allocation for TVET in all MCDAs increased	Percentage increase in budget allocation	2026 Annually	KES. 100,000	GoK, Development Partners	SDTVET	Treasury
	Establish formal PPP agreements for support of infrastructure development, equipment supply, and curriculum delivery.	Increase in Partnerships and linkage initiatives in TVET subsector.	Number of MOUs and agreements signed.	2026 Continuous	KES. 5000	Donor Agencies, GoK	SDTVET	TVET Institutions. Development Partners
	Enforce payment of fees by households.	Institutional financial stability, Timely availability of resources to support training, maintenance, and service delivery	Reduced dependence on government capitation	2025 Annually	To be established	GoK, Households , Donor Agencies	SDTVET	TVET , institutions Parents/Guardians
	Establish institutional income-generating activities /enterprises, in TVET institutions to generate additional income.	Enterprises developed in TVET institutions.	No. of TVET institutions with established/operational enterprises generating income.	2025 - 2026 continuous	To be established	Internal Revenue, Development Partners	Principals of TVET institutions	TVET institutions, development partners
Promote greening initiatives to enhance savings and environmental sustainability in TVET	Establish waste management and, recycling programs in TVET institutions	Waste management and recycling projects established	Number of institutions with established waste management and recycling facilities/projects in TVET	2025 Continuous	To be established	GoK, Donor	SDTVET, Development Partners	TVET Institutions
	Adapt paperless operations	Cost Reduction and efficiency	Cost Savings Achieved	2025 Continuous	To be established	GoK, Donor	SDTVET, Development Partners	TVET Institutions
	Install renewable and clean energy systems in TVET institutions.	Renewable and clean energy systems installed in TVET institutions	Number of TVET institutions with renewable and clean energy systems in place	2025 - 2027	To be established	GoK, Donor	SDTVET, Development Partners	TVET Institutions

	Establish water harvesting programs in TVET institutions	Water harvesting projects in TVET institutions established	Number of TVET institutions with water harvesting projects in place	2025 to Dec 2026 continuous	To be established	GoK, Donor	SDTVET, Development Partners	TVET Institutions

Annex 2. Monitoring and Evaluation Matrix for CBET Policy

Goal/Objective	Indicators	Data Source	Baseline	Targets		Timeline	Responsible Party	Frequency
				Mid Term	End term			
Policy Objective 1: Strengthen governance, coordination and management to address fragmentation in CBET implementation								
Outcome 1. Strengthened intergovernmental coordination between the National and County Governments, all ministries and agencies implementing TVET.	Committees established at all levels	Monitoring reports, Minutes of meetings	To be established	95%	100%	3 years	CS MoE, CSs TVET line ministries CoGs	biannual
	Enhanced coordination	Monitoring reports, Minutes of meetings	To be decided	50%	100%	continuous	PS TVET	continuous
	Enhanced accountability and transparency	Monitoring reports, Minutes of meetings	To be decided	80%	100%	continuous	PS TVET	continuous
Outcome 2. Strengthened leadership, management and decision making	Average BOG evaluation score	TVETA monitoring reports	To be established	95%	100%	1 year	County government	Continuous
	Percentage TVET institutions with clean audit report	Office of Auditor General audit reports	To be decided	50%	100%	Continuous	PS TVET	Continuous
Outcome 3. Enhanced TVET Management Information	Inclusion of County	MIS reports,	To be	Full inclusion	100%	Months	MIS Department, County TVET	Continuous

System (MIS)	CBET data	system audits	established	of county VTCs		9-24	Offices	
Outcome 4 Improved CBET awareness and feedback mechanisms	Number of awareness campaigns, feedback reports	Campaign records, surveys	Current levels	6 campaigns per year; feedback from >70% of stakeholders	100%	Months 3, 6, 12, 24, 36	TVET Communication Units	Continuous
Strategic Objective 2: To enhance quality and relevance of CBET in alignment with labour market demands and society needs								
Outcome 1: Improved skilling and employability of TVET graduates	Percentage of employed TVET graduates	National Education Sector Strategic Plan Tracer studies	60	70	80	5 Years	SDTVET	Quarterly
Outcome 2: Competent labour force	Increased labour productivity	KAM productivity reports						
	Reduced retraining of employees by industry	KAM Industry capacity building reports						
Outcome 3: Improved TVET Quality Index in TVET	TVET Quality Index (%)	Quality assurance reports	70	80	100	5 Years	SDTVET	Quarterly
Outcome 1: Trainee Participation Rate	% increase in participation rate	M&E Reports				5 Years	SDTVET	Quarterly
Outcome 2: Trainee completion rate	% increase in completion rate	Annual institutional reports				5 Years	SDTVET	Annually

Policy Objective 3: To promote access, equity and inclusivity in CBET ensuring no one is left behind								
Outcome 1: Trainee Participation Rate	% increase in participation rate	M&E Reports				5 Years	SDTVET	Quarterly
Outcome 2: Trainee completion rate	% increase in completion rate	Annual institutional reports				5 Years	SDTVET	Annually
Policy Objective 4: Enhance ICT integration in CBET implementation								
Outcome 1: Enhanced adoption of ICT tools and platforms across all aspects of CBET implementation.	% of TVET programs utilizing LMS	Institutional reports, ICT audits).	To be established	70%	100%	2 years	SDTVET	Quarterly
	% of trainers using digital tools for lesson delivery and assessment	Institutional reports	To be established	70%	100%	2 years	SDTVET	Quarterly
	Ratio of curriculum support personnel to special needs trainees	HR and deployment records	To be established	70%	100%	5 years	SDTVET	Annually
	% of institutions with data protection policies;	Compliance audit reports	To be established	90%	100%	1 year	SDTVET	Quarterly
Policy Objective 5: To enhance resource mobilization for sustainable financing to support CBET implementation across all levels.								
Outcome 1. Increased funding from diversified sources	% increase in total funds mobilized	Financial reports, MoUs, donor agreements	To be established	30% increase annually	100%	Month 1-36	TVET Authority, CBET Implementation Unit	Quarterly
Outcome 2. Adoption of green practices in TVET institutions	Number of institutions implementing green initiatives	Inspection reports, institutional reports	To be established	50 institutions by Year 3	100%	Months 4-36	TVET Institutions, Environmental NGOs	Continuous
Outcome 3. Environmental impact reduction (e.g., energy,	% reduction in energy/waste	Environmental audits,	Current environmental	20-30% reduction	100%	Months 12, 24, 36	TVET Institutions,	Continuous

waste)		utility bills	footprint				Environmental Monitoring Bodies	
Outcome 4. Green projects operationalized (e.g., tree planting, energy savings)	Number of green projects completed	Project reports, site visits	Number of ongoing projects	25 % projects by Year 3	100%	Months 4-36	TVET Institutions, Environmental NGOs	Continuous

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