



# TVET COUNTRY PROFILE KENYA



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## Introduction

The Technical, Vocational Education and Training (TVET) system in Kenya aims to provide relevant skills to individuals enrolled at TVET institutions to prepare them for employment and entrepreneurship. This paper highlights a country-level overview of the TVET system in Kenya, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

TVET is governed by the Department of Vocational and Technical Training under the Ministry of Education, Science and Technology and other line of ministries which aim to deliver a competent workforce to meet national needs and economic development. The TVET ministries function to promote standards for technical and vocational education, register TVET providers and facilitate the development and implementation of the curriculum.

## Policies

The TVET system is governed by legal and policy frameworks which help to guide the development and delivery of TVET in Kenya. This legislation provides guidance on the implementation of TVETs and helps them to provide relevant and adequate skills and employable graduates needed for the sustainable economic development of Kenya. The policies advocate for developing and improving quality of the national skills strategy through TVET and strengthening and reforming the TVET system. Some of the legislation and policy documents related to TVET development and management include:

The policy or policies guiding TVET legislations is the TVET Act No. 29 of 2013. In addition to the legislation, the Draft TVET Policy of 2014 was passed to provide guidance to the TVET sector and TVET Reform Strategy of 2016-2020 which improves and ensures quality of education and training.

The following documents provide contextual information on the education system and economic indicators in Kenya as they relate to the TVET implementation and policy.

- **TVET Reform Strategy 2016-2020** - aims to develop an attractive and accessible TVET system by improving the quality of education and training through learning and teaching support interventions and infrastructure expansion for TVET institutions.
- **Kenya National Qualifications Framework (KNQF) Act No.22 of 2014** - an Act of Parliament to establish the Kenya National Qualifications Authority; to provide for the development of a Kenya Qualifications Framework and for connected purposes
- **Draft TVET Policy – March 2014** - formulated to provide guidance to the TVET sector, advocating for quality improvement and expanding access. The policy aims to develop skills strategy through private sector investments, providing scholarships and bursaries to TVET.
- **TVET Act No. 29 of 2013** - responsible for the management, administration, and implementation of TVET. It provides governance for TVET institutions and aims to strengthen and promote access to and quality of TVET to respond to industry needs through skills development and training. Through this Act, the TVET Authority (TVETA) and Curriculum Development Accreditation and Assessment Council (CDACC) bodies were established for quality assurance, registration, and curriculum development.
- **Sessional paper no. 14 of 2012** - policy framework for education and training focusing on the improvement of access, quality and the relevance of education and training. It advocates for governance, management, teacher training, development and training, monitoring, and implementation of TVET through government and private sector partnerships. Amended: Sessional paper no. 1 of 2019
- Competency Based Education and Training (**CBET**)



**Policy Framework** - aimed at producing an international competitive workforce and describes how Kenyan TVET will be reformed to compare favorably and competitively with leading first world countries across the globe.

- **Education Act No. 5 of 1968 - Cap. 211** - provides guidelines on establishing, developing educational institutions including TVETs, managing, administrating the education system and development of curricula and teacher education.

## Governance

Ministries, including the Ministry of Higher Education, the Ministry of Public Service, Youth and Gender Affairs, and the Ministry of Labour, East Africa, and Social Protection, are responsible for the development of TVET and other related policies. These ministries and policies aim to support the development activities in technical and vocational training, manage education programmes offered in TVET and provide guidance on any matter relating to technical institutions and the industry.

Regulatory bodies are responsible for TVET development, registration, supervision of TVET and curriculum development. These regulatory bodies and authorities play a huge role in the TVET system of Kenya and help TVET institutions with accreditation, registration, curriculum development, competence assessment and certification. They give advice and support to training institutions and TVET providers responsible for awarding national qualifications and establishing standards and recognition for national and foreign qualifications. Others are mandated to facilitate and coordinate policies to promote and develop entrepreneurship and prepare and provide TVET graduates access to the labour market. These include:

- **TVET Authority TVETA** - Under the TVET Act No. 29 of 2013, established as an umbrella body to coordinate all TVET activities under one organization. The body is responsible for the accreditation of TVET providers, both public and private. TVETA aims to

regulate and coordinate TVET through accreditation of trainers and programmes, ensuring and developing quality standards, registration, and licensing of TVET providers, coordinating training, and determining TVET objectives.

- **Curriculum Development Accreditation and Assessment Council (CDACC)** - also established through the TVET Act No. 29 of 2013. It is responsible for accreditation of curriculum developers, assessors, verifiers, and assessment centers. It also mandated for the development and design of curriculum for TVET. The Council also provides certification to competent individuals and coordinating competence assessments.

- **Kenya National Qualification Authority (KNQA)** - Through KNQF Act No 22 of 2014, established with the mandate to manage and develop a system for national qualification framework and accreditation. The Authority was developed to help regulate the work of the education sector, including TVET by harmonizing education, training, assessment and assuring quality of all qualifications and certifications awarded in Kenya.

## Implementing structures

These bodies regulate, harmonizes, and coordinates the sector and its growth by associating and collaborating with other bodies and organizations in and outside Kenya to engage in skills development through vocational, education and training. Some of the implementing structures in Kenya include:

- **National Industrial Training Authority (NITA)** - The National Industrial Training Authority (NITA) is a state corporation established under the Industrial Training (Amendment) Act of 2011. Its mandate is to promote the highest standards in the quality and efficiency of Industrial Training in Kenya and ensure an adequate supply of properly trained manpower at all levels in the industry.
- **Kenya Institute of Curriculum Development**



**(KICD)** - The Kenya Institute of Curriculum Development (KICD) was established by the Government of Kenya on the 14th of January 2013 under an Act of Parliament- Act No.4 of 2013. It also evaluates vets and approves the curricular and curriculum support materials for basic and tertiary education, as well as offering curriculum-based consultancy services in basic and tertiary education and training.

- **TVET Curriculum Development Assessment and Certification Council (TVET-CDACC)** - The Council is mandated to undertake design and development of Curricula for the training institutions' examination, assessment and competence certification and advise the Government on matters related thereto. This is in line with Sessional Paper No. 2 of 2015 that embraces Competency Based Education and Training (CBET) system.
- **Kenya National Examinations Council (KNEC)**  
- The Kenya National Examinations Council has various platforms for customer use in accessing services. One such platform (portal) is the Query Management Information System (QMIS). This is an electronic platform for online submission and processing of queries related to examination results such as Certification of Examination Results for candidates who lost their certificates, Confirmation of Examination Results and Equation of Foreign Qualifications.
- **KASNEB** - The mandate of Kasen, is to develop syllabuses and conduct vocational, certificate, diploma, professional and post-professional examinations. It also offers certification to candidates in accountancy, finance, credit, governance and management, information technology and related disciplines. This mandate also covers the promotion of its qualifications nationally and internationally as well as the accreditation of relevant training institutions in liaison with the ministry in charge of education.

- **Kenya Association of Technical Training (KATTI)**- The Kenya Association of Technical Training Institutions (KATTI) is the body that co-ordinates the activities of Technical Training Institutes all over the country.

## Institutions

In the formal TVET system, TVET providers and institutions offer programmes at vocational training centres, technical training institutes, institutes of technology, national polytechnics, and technical universities. Programmes in the formal TVET system include foundation industrial education, specialized industrial education, artisan, and craft. The informal TVET system comprises programmes offered in workshops and enterprises.

Through the TVET Authority more than 1 700 TVET institutions, public and private, national polytechnics and technical universities and colleges, are accredited, According to Mugo (2018) there were only 275 000 youth enrolled in around 1 900 TVET institutions in 2017. TVET providers aim to equip Kenyans with skills to improve their employability and to pursue their own businesses through the skills acquired from TVETs. These TVET institutions are also designed to improve education standards in Kenya. TVET providers offer programmes aimed at achieving lifelong education and training and promoting innovativeness and creativity. Below are links to a list of TVET institutions registered and licensed by the TVET Authority.

## TVET types

- [Public TVET Institutions](#)
- [Private TVET Institutions](#)
- [National Polytechnics](#)
- [Technical Training Institutes \(TTIs\)](#)
- [Technical Trainer Colleges \(TTCs\)](#)
- [Vocational Training Centres \(VTCs\)](#)



## Funding sources

The TVET system in Kenya is mostly financed by the government, through a line of ministries involved in the TVET system. The TVET Act no 29 of 2019 established a TVET Fund to finance and develop TVET. Public TVET institutions are financed through the National Treasury of Kenya. Public private partnerships (PPPs) also play a role in financing TVET institutions to improve education, vocational and training. Under NITA there is also a training levy fund to which all employers operating in Kenya pay a levy to facilitate training. The funds are also used to sustain the training policies that it formulates, so that the people can learn new skills and techniques. Other funds originate from:

- Monies provided by the government/parliament
- Income generated by investments
- Grants, endorsements, and gifts
- Donations
- Loans
- Private sector engagements
- Resource mobilisation for TVET training
- Financing of all TVET programmes

## Private sector engagement

The private sector in Kenya participates in the TVET system through PPPs. Its involvement in education and training contributes to the design and curricula development of TVET. Working in collaboration with the private sector, the government provides guidance on the implementation of TVET and aims to equip TVET graduates with skills needed in the private sector by participating in the assessment and certification process. Private sector stakeholders were consulted during the preparation of the TEVETA Strategic Plan 2018-2022 in order to source ideas and develop strategies to match the skills offered in TVET institutions with the private sector or the 'world of work' needs.

TVET-private sector collaboration initiatives include projects and activities that develop mechanisms for

accessing and using labour market information for TVET training needs and staff training. This public private sector collaboration and co-ordination aims to strengthen and enhance the quality and relevance of TVET. Through PPPs, many organizations and communities participate in the transformation and development of the TVET system, including the:

Permanent Working Group (PWC), an engagement platform for public private stakeholders to enhance efforts in TVET. Apex organizations representing private sector organizations in Kenya play a role in the reform, development, and implementation of the TVET system. They include:

### Private sector authorities

- **The Kenya Private Sector Alliance (KEPSA)**

During the preparation of TVETA strategic plan, KEPSA was consulted as an apex body to represent the private sector's involvement in the TVET system. KEPSA is mandated to raise a single voice for business organizations to engage and influence TVET and policies related to TVET.

- **Business Africa**

is the recognized voice of employers in Africa and mainly works in the areas of labour, employment, and social affairs and within the context of international organizations including the International Organization of Employers (IoE), the International Labour Organization (ILO) and the African Union (AU) among others.

- **Federation of Kenya Employers (FKE)**

an umbrella body which raises a single voice for employers in Kenya. The body aims to contribute more employment opportunities by linking young graduates and SMEs to the private sector, looking at the skills provided by TVETs and business needs.

- **Kenya Association of Manufacturers (KAM)**

a private sector body that represents Kenyan manufacturers. It is driven towards skills development for youth, providing young TVET graduates with opportunities for technical learning. It aims to support



skills-based job creation agenda and increase manufacturing jobs.

- **The Micro and Small Enterprise Authority (MSEA)** was developed through a stakeholder's consultation process which took several years. The Authority is now domiciled in the Ministry of Industry, Trade and Co-operatives. The Act gives the Authority the mandate to formulate and Coordinate policies that will facilitate the integration and harmonization of various public and private sector initiatives, for the promotion, development, and regulation of the Micro and Small Enterprises to become key Industries of Tomorrow.

### Teacher training

TVET trainers and instructors in Kenya are governed under the Ministry of Education, Science and Technology. These trainers and instructors provide their services at TVET institutions, but they are required to have a higher diploma or Bachelor of Technology to teach. The Kenya Technical Trainers College (KTTC) was established with the primary objective of training technically skilled personnel to teach in technical Institutions.

Teachers and lecturers are encouraged to improve their skills through continuous training to keep up with the latest developments in the industry.

### Informal TVET systems

There is a need to ensure that TVET is relevant in this new-world order. Kenya's informal sector may grow further and there is a need to focus on providing trainings on entrepreneurial skills along with clear opportunities for continuous up-skilling and re-skilling. The informal sector comprises the bulk of wage employment in Kenya. Informal sector employees are individuals who have not completed any formal training.

One of the key challenges faced by the informal sector is the lack of formal training, up-skilling, and certification. Most of the members are trained through master-craftsmen programmes. However, there is a need for moving into Competency Based Education and Training

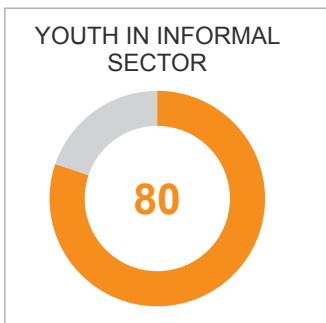
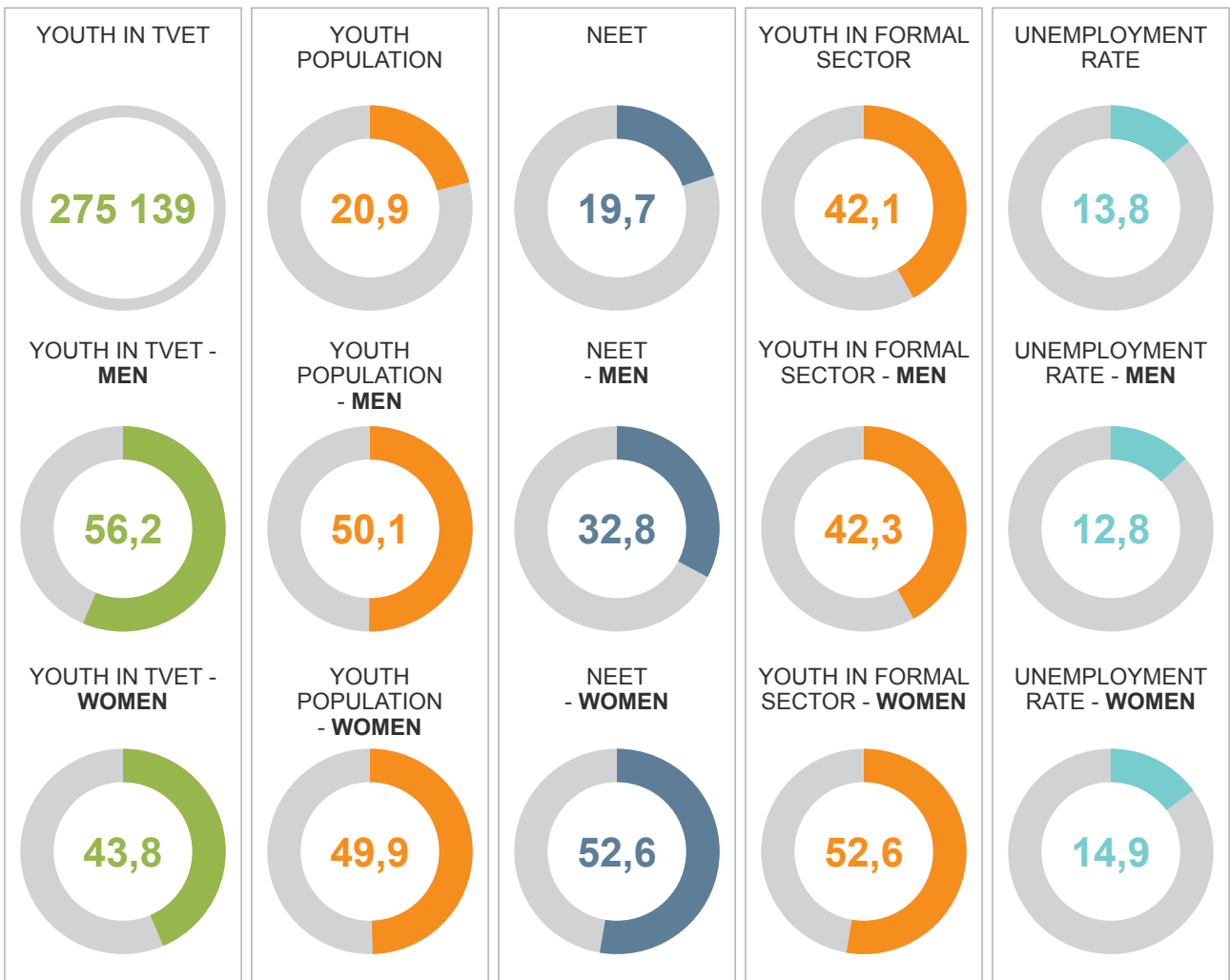
(CBET) that provides opportunity for workers to up-skill and earn certification. Recognition of Prior Learning and Assessment shall provide equal footing for all youths working in the skills sector.

### Statistics

This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Kenya from 2012 to 2021. Youth in this publication refers to persons aged 15-24 years. All data presented here has been extracted from ILOSTAT.



# TVET-COUNTRY LEVEL OVERVIEW KENYA



## GOOD PRACTICES

Lessons learnt, resources and skills associations  
<https://aspyee.org/page/good-practices>





## Sources

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