

Technical Vocational Education and Training Systems in Kenya

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Outline

- Background
- TVET Systems in Kenya
- Key Policy Issues

Background

- Kenya aspires to achieve national economic, social and political transformation by 2030
- Sustainable development depends on national ability to acquire, share and apply appropriate knowledge and skills
- TVET is the bedrock for the national transformation
- Studies have confirmed close nexus between TVET, employment, economic growth and social protection
- TVET impacts on social inclusion, employability and organizational competitiveness
- TVET is critical to achievement of V-2030 goals

TVET Systems in Kenya-Evolution

- History of formal skills training in Kenya dates to 1924
- Native Industrial Training Deport (NITD) established at Kabete
- Later, Catholic Missionaries established trade schools in Kaiboi and Mawego
- Government established Thika, Meru, Machakos and Sigalagala to offer 2-year post primary artisan training
- After independence, the institutions converted to national technical secondary schools
- Later (1985) upgraded to TTIs (8-4-4)

TVET Systems in Kenya-Sources

- TVET is provided through state and non-state sources:
 - National Polytechnics:
 - Technical Training Institutes
 - Institutes of Technology
 - Industrial Training Centres
 - Polytechnic University Colleges
 - National Youth Service
 - GTIs (Kenya School of Government), + (MOA; MoH; RTI ...)
- Non-government organizations and private sector also provide TVET
- Several private TVET institutions (Private, NGOs, CBOs, FBOs...)

TVET Systems in Kenya-Programme Structure

1. TTIs:

- long-term post-secondary training

2. YPs:

- post-primary S/M/L training (up to 2 yrs)
- Training geared towards trade test certification and artisan qualification

3. NYS (16 training Institutions):

- 2 years paramilitary training and service in public works
- Successful students admitted into different training programmes-Certificate, Diploma, Artisan trade testing
- Curricula by Kenya Institute of Curriculum Devt (KIE)
- What of those who do not wish to go through paramilitary training?/those in employment?

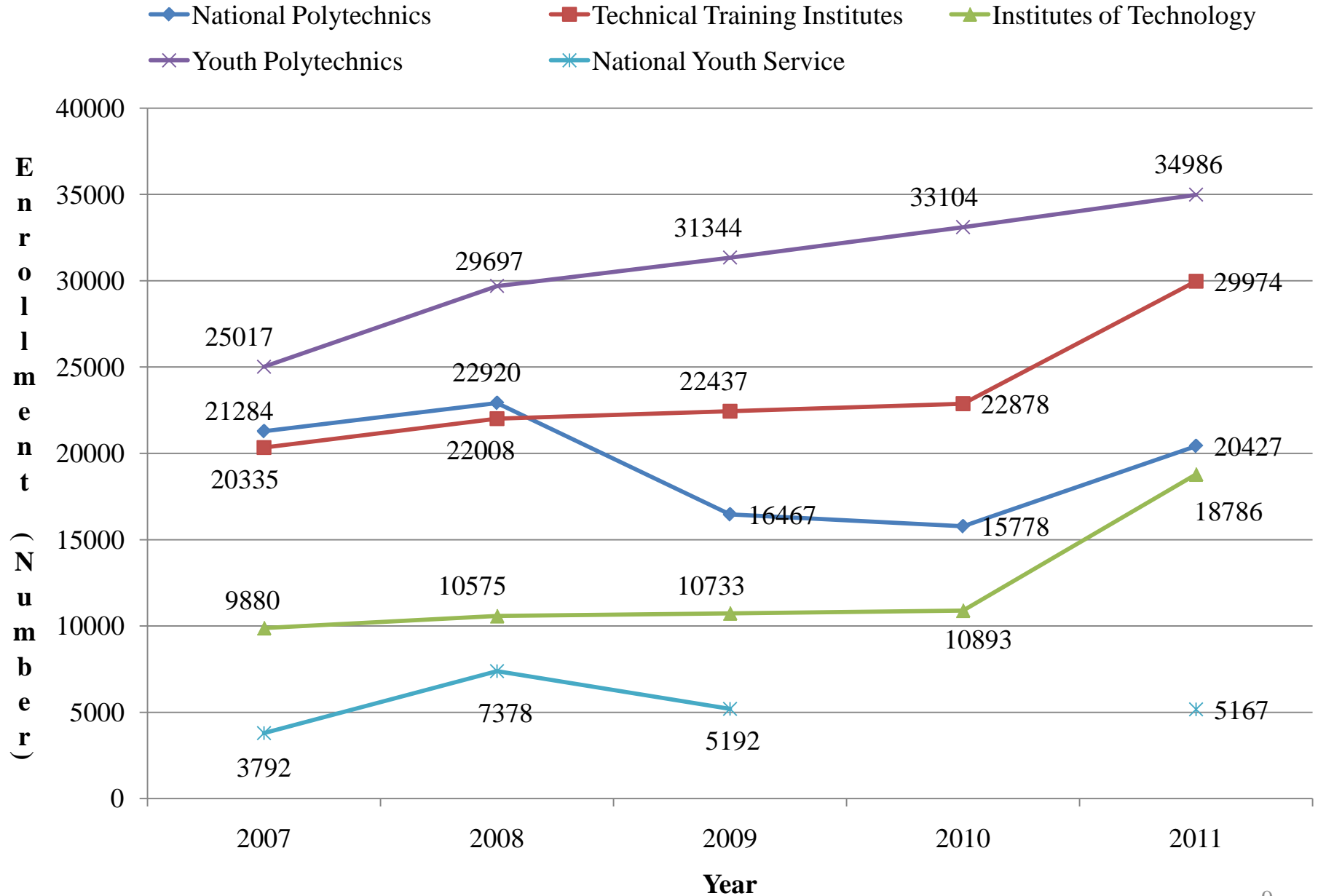
TVET Systems in Kenya-Programme Structure

- NITA
 - Manages programmes and system parallel to that of formal TVET
 - Offers formal apprenticeships, industrial skills upgrading and trade testing
 - Oversees national trade testing system
- *Jua Kali* operators: offer on-the-job training

TVET Systems in Kenya-Number

Institution/Year	2007	2008	2009	2010	2011	Change (No.)
Youth Polytechnics	574	576	579	582	585	+11
Institutes of Technology	22	23	17	14	14	- 8
Technical Training Institutes	23	24	19	26	26	+3
National Polytechnics	4	4	2	2	2	-2
Polytechnic University Colleges	-	-	2	2	2	+2 (Not New)
Total	623	627	619	626	629	+6

TVET Systems in Kenya-Enrolment



Key Issues

- TVET curriculum and structure not matched to industry needs (supply orientation)
- Equipment: inadequate, state of disrepair, obsolete
- Trainers: inadequate skills/experience/limited exposure with industry/modern technology
- Quality assurance mechanism-weak: poor curriculum delivery
- Certification not standardized: challenge to consumers of TVET products
- Weak collaboration/linkages between TVET institutions: hinders mobility of trainers/credit transfer
- Research capacity of trainers low: limits research and innovation
- Not conceived as components of comprehensive Employment Policies and Strategies

Policy Issues

- Skewed skill mix in favour of Professionals and Technicians
- Public Sector
 - Ratio of Professionals : Technicians and Associate Professionals : Craft and Related Trades Workers is 14:40:1 (Meaning?)
 - Ratio of Technicians and Associate Professionals: Craft and Related Trades Workers : Machine Operators and Assemblers is 40:1:2
- Private Sector
 - Ratio of Professionals : Technicians and Associate Professionals : Craft and Related Trades Workers is 134:138:100 (Meaning?)
 - Ratio of Technicians and Associate Professionals: Craft and Related Trades Workers : Machine Operators and Assemblers is 138:100:172
- International Benchmark?? 1:15:45 (Managers: Technicians: Support)
- Implication:
 - Bloated Managerial/Professional cadres compared to technical and support staff cadres
- Status attributed to:
 - Freeze on employment (lower cadre)
 - Improved terms and conditions of employment in public sector (attraction/retention/low incentives for exit?)
 - Contracting out of support services
 - High multi-skilling and multi-tasking traits in private sector
 - Tendency by some private sector employers to attach managerial titles even to employees in non-managerial occupations

THANK

YOU