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NATIONAL SKILLS DEVELOPMENT POLICY (NSDP)

2020



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LIST OF ACRONYMS AND ABBREVIATIONS

APSEA	-	Association of Professional Societies in East Africa
ASAL	-	Arid and Semi-Arid Lands
CATs	-	Credit Accumulation and Transfer system
CBC	-	Competency Based Curriculum
CBET	-	Competency Based Education and Training
CUE	-	Commission for University Education
ESD	-	Education for Sustainable Development
GDP	-	Gross Domestic Product
GoK	-	Government of Kenya
HELB	-	Higher Education Loans Board
IBQA	-	Institutional Based Quality Assurance
ICT	-	Information and Communications Technology
ILO	-	International Labour Organization
KLMIS	-	Kenya Labour Market Information System
KNBS	-	Kenya National Bureau of Standards
KNCCI	-	Kenya National Chamber of Commerce and Industry
KNEC	-	Kenya National Examinations Council
KNQA	-	Kenya National Qualifications Authority
KNQF	-	Kenya National Qualifications Framework
LLWL	-	Lifelong and Workplace learning
MDA	-	Ministries, Departments & Agencies
M & E	-	Monitoring and Evaluation
MOE	-	Ministry of Education
MSEA	-	Micro and Small Enterprise Authority
MTEF	-	Medium Term Expenditure Framework
MTP	-	Medium Term Plan
NSDC		National Skills Development Council
NGOs	-	Non-Governmental Organizations
NOS	-	National Occupational Standards
PC	-	Performance Contract
PFM	-	Public Finance Management
PT&SD	-	Post Training & Skills Development

PPP	- Public Private Partnerships
QAS	- Quality Assurance and Standards
QP	- Qualification Pack
RPL	- Recognition of Prior Learning
SAGAs	- Semi-Autonomous Government Agencies
SDGs	- Sustainable Development Goals
SET	- Science Engineering and Technology
SN&D	- Special Needs & Disabilities
SNE	- Special Needs Education
ST&I	- Science Technology and Innovation
STEM	- Science Technology Engineering and Mathematics
SSACs	- Sector Skills and Councils
SSR	- Staff Student Ratio
TE	- Technical Education
TOT	- Trainer of Trainers
TVCs	- Technical Vocational Colleges
TVET	- Technical Vocational Education and Training
TVETA	- Technical and Vocational Education and Training Authority
UIL	- UNESCO Institute of Lifelong learning
WBL	- Work Based Learning

DEFINITION OF KEY TERMS

Assessments: Wide variety of methods and tools that educators use to evaluate, measure and document the academic readiness progress, skills acquisition or educational needs of students

Accreditation: Process of validation in which colleges, universities and other institutions of higher learning are evaluated
Guidelines: Recommended practices that organisations should undertake to meet set standards
Quality Education: One that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing

Credit Accumulation and Transfer system (CATs): means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.

Credit accumulation: is the totalling of credits required to complete a qualification or part qualification.

Credit: is a unit of academic measurement of educational value.

Credit transfer: means the vertical, horizontal or diagonal relocation of credits towards a qualification or part qualification in the same or different levels, programmes, departments or institutions.

Entrepreneurship: is the process of doing something new and something different for the purpose of creating wealth for an individual and adding value to society.

Marginalized Groups: Groups that have been socially disadvantaged, discouraged and denied involvement in mainstream economic, political, cultural and social activities;

National Occupational Standards (NOS): describes best practice that specifies the standards of performance criteria, knowledge and skills pertaining to a job role;

Post Training: Is the process of re-skilling, upskilling, In-service and or workplace learning;

Qualification Pack (QP): is a set of National Occupational Standards relating to a specific job role;

Recognition of Prior Learning (RPL): also known as Prior Learning Assessment and Recognition (PLAR), is a process used to identify, assess and certify RPL for a candidate's knowledge, skills and competencies acquired in non-formal or informal learning, such as work or life experiences, against prescribed standards or learning outcomes;

Reskilling: Training for employees who have shown they have the aptitude for learning a completely new occupation;

Skills Development(SD): is the process of identifying your skill gaps, and developing and honing these skills;

Skills Development Provider: means an institution or other entity that offers a learning programme that leads to a qualification or part qualification registered on the KNQF;

Upskilling: Is the process of training new employees who need to learn new skills to improve their performance;

Workforce: People engaged in or available for work, either in a country or firm;

Workplace- Based Learning(WBL): Is an educational strategy that provides students with real-life **work** experiences where they can apply academic and technical skills and develop their employability;

FOREWORD

Skills are essential for ensuring Kenya's future competitiveness as well as the health, wealth generation, and provision of high quality of life to all citizens by 2030. The formulation of the National Skills Development Policy marks an important step in demonstrating the Government of Kenya's commitment to give effect to the provisions of the Constitution on skills development. The Constitution recognises the fundamental rights to education and responsibility for the State to have in place programmes designed to ensure access to relevant education and training. Its successful implementation and operationalisation therefore necessitates the development and adoption of a comprehensive skills policy framework that secures the realisation of these provisions.

The policy is informed by international and regional treaties and conventions that the Government has ratified, various Acts of Parliament, the Constitution, Government policy documents and reports. The objective of the National Skills Development Policy is to provide a national framework for harmonising, planning, coordinating, development, management and utilisation of skills in Kenya. The Policy sets out legislative, administrative and policy measures and programmes intended to address the existing gaps in the realisation of harmonised and well-coordinated skills development. The policy is crucial in achieving Kenya's Vision 2030, which recognises the importance linking education and the labour market, the need to create entrepreneurial skills and competences, as well as strengthening of the public and private sector partnerships.

With this policy, Kenya is well placed to ensure that skills development is coordinated in an effective and efficient manner. In the context of globalisation, digitalisation and automation, this Policy provides an avenue for lifelong learning and the development of relevant skills that are in line with evolving world of work, which is characterised by digital disruption and the fourth industrial revolution. In recognition of the ever-increasing informal sector and the opportunities therein, the policy institutionalizes the recognition and qualification of prior learning towards sealing decent work deficits. In addition, the policy entrenches equity and inclusivity in skilling and training of marginalised communities including persons living with disabilities, women and youth.

The policy recognises that the achievement of a strengthened skills development system requires concerted efforts of the national and county Governments, Civil Society Organisations and the private sector with support from development partners. We therefore urge all key stakeholders to join us in ensuring the full implementation of this policy in order to achieve a skilled and productive society.

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This policy was developed by an inter-ministerial technical committee through a consultative and participatory process that was spearheaded by the State Department for Post Skills development (PT&SD) and State Department for Labour. Other committee members include; the National Industrial Training Authority (NITA), National Employment Authority (NEA), Central Organization of Trade Unions(COTU), Federation of Kenya Employers (FKE) and International Labour Organisation (ILO). The Kenya National Qualifications Authority(KNQA) was thereafter contracted to provide consultancy services towards finalizing the draft National Skills Development Policy(NSDP).

We would like to extend our sincere thanks to the members of the Technical committee from the above institutions for their commitment, tireless efforts and invaluable contributions throughout the entire process.

We wish to thank all the stakeholders at the national and county level who participated in the various consultative meetings for their invaluable inputs and contributions. Stakeholders' insights, written submissions and discussions have both driven the process and shaped this report. The report reflects the wide range of concrete actions proposed by stakeholders to tackle Kenya's skills challenges.

Special appreciation goes to our development partners, more particularly the International Labour Organisation (ILO) for their financial and technical support that enabled the development of this policy. The document will go a long way in ensuring that the country has a sustainable skills development, management and testing system to support its diverse and dynamic socio-economic needs.

Our gratitude also goes to all those who are not specifically mentioned but who may have contributed to the production of this policy in one way or the other.

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CHAPTER 1

INTRODUCTION

1.1 Background

Kenya's aspiration in its Vision 2030 Development Blue Print is to become a globally competitive country offering high quality life to all her citizens by year 2030. The Vision's social, economic and political pillars are anchored in the existence of a skilful, productive, competitive and adaptive human resource base. In this regard therefore, government policy initiatives towards skills development are geared towards ensuring that the education and training sector is a responsive, dynamic and a trusted sector; a sector that delivers an excellent standard of education and training to enhance skills and competencies for improved productivity, competitiveness and employability. This will ultimately contribute to the realisation of the country's goal, which is uplifting the livelihoods of Kenyans.

Skills development as a concept is a key factor in guiding skills development and national training arrangements, with a focus on major policy reforms requiring Government-stakeholder collaboration. The ultimate goal is to improve the employability of individuals, increasing productivity and competitiveness of enterprises, reducing unemployment, poverty and exclusion, strengthening innovation and attracting investment (ILO, 2011). This makes skills development important in sustainable development. Skills development is also essential in addressing the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalisation.

The skills development systems in Kenya are incoherent and uncoordinated, emanating mainly from the current structure and management. This has resulted in inefficiencies mainly due to limited/poor inter-agency coordination; weak linkages between training institutions and the labour market; inadequate capacity of key regulatory agencies; disjointed regulatory and quality assurance framework; limited planning of delivery and infrastructure development, particularly at the County levels and insufficient resource allocation to public institutions both at the National and County governments. This calls for proper coordination and networking of these inter-agencies to harmonise skills development in the Nation as they have all had scattered efforts in that regard.

There is therefore need for the country to develop a National Skills Development Policy. The development of the Policy will depend largely on reliable labour market information from the Kenya Labour Market Information System (KLMIS) adopted in 2016 to provide a structured

process for collecting, processing and disseminating the Labour Market Information (LMI). The LMI guides labour market actors in decision making towards improvement of labour market outcomes. The policy in addressing employability, will therefore receive signals from LMI.

Going by International Labour Organization (ILO) understanding, countries formulate skills development policies to engage all stakeholders in: setting a common vision of the skills system that a country aims to build; and facilitating an alignment with national development framework and coherence with other policies. Further, proposing coordinated and planned actions as well as reforms for improving outcome and impact on training; clarifying institutional arrangements for the skills system; anchoring existing good practices; and pledging political and collective will with commitment while clarifying roles and responsibility of stakeholders. The policy therefore, is expected to provide solutions to the stated challenges, and seeks to establish a coherent national institutional arrangement and resource-sharing framework.

1.2 Rationale

Skills, Knowledge and entrepreneurship are the main drivers of an individual's well-being and economic success in a global knowledge-based economy. Skills development in Kenya is undertaken by different actors including; Ministries responsible for Labour, Education, Health, Agriculture among others; Employers, Workers Organisations, Private Sector and the Informal Sector. However, the country lacks a national policy guideline that would provide a uniform framework for skills development by the different actors.

The critical challenge facing training providers is to prepare 'market ready' graduates to meet industry demand. The situation is further exacerbated by weak linkages between training providers and the skills users (labour market). This approach has led to duplication of efforts, wastage of resources, multitude of regulation/guidelines and standards in skills development as well as minimal impact from training. To achieve this, the Government needs to improve on skills development efforts and sector linkages for increased employability. This is by ensuring Skills policy coherence across the economic, employment and social development arenas, building a government-wide approach which also engages key stakeholders underlined by the principle of strengthening skills system effectiveness. The national skills development policy will therefore achieve the following:

- i. Enhance governance, coordination and planning of skills development in Kenya. In doing so, duplication of efforts and resources will be eliminated. In addition, linkages between the planners, training providers and the labour market will be strengthened;
- ii. To provide a framework to strengthen labour market information system hence improved decision making for actors. Available data will support development of appropriate curriculum/training programs that will match industry demand and significantly reduce unemployment. To support regional and global integration, the policy will enhance competitiveness of Kenya's human capital for mobility of skilled labour in East African Community (EAC) and globally;
- iii. In the context of globalisation, digitalisation and automation, the National Skills Development Policy will also provide an avenue for lifelong learning (LLL) and ensure relevant skills in line with evolving world of work characterised by digital disruption and the fourth industrial revolution;
- iv. In recognition of the ever-growing informal sector and the opportunities therein, the policy seeks to institutionalise recognition and qualification of prior learning and seal decent work deficits. Moreover, the policy will ensure equity and inclusivity in skilling and training of marginalised communities especially of persons living with disabilities, women and youth.

1.3 Scope of the National Skills Development Policy(NSDP)

The Policy will be the overarching National policy guiding covering the following:

- i. Institution-based skill development including; Vocational rehabilitation centres; Vocational Training Centres under the county governments; Technical Vocational Centres; National Youth Service Institutions; Agriculture and related institutions; Training institutions under govt ministries and agencies; Kenya schools of Government; Medical Training Colleges; Teacher Training colleges; Technical Training colleges; Institutes of Technology; National Polytechnics and Universities;
- ii. Skill development at workplace: Apprenticeships; Internships; Indentured learnerships; Attachments; Volunteerships and in-service training;
- iii. Learning initiatives of sectoral skill development organized by different ministries/departments;
- iv. Formal and informal apprenticeships, lifelong learning and other types of training by enterprises;
- v. Training for self-employment/entrepreneurial development;
- vi. Adult learning, retraining of retired or retiring employees and lifelong learning;

- vii. Non-formal training including training by civil society organizations;
- viii. E-learning, web-based learning and distance learning;
- ix. Quality and relevance of the skill development initiatives industry needs;
- x. Aligning supply and demand for skills by bridging skill gaps, promoting industry engagement and leverage technology among others.

1.4 Vision

A globally competitive skills development ecosystem.

1.5 Mission

To create a coherent, dynamic and trusted skills development ecosystem for a highly skilled and productive work force in Kenya for sustainable Development and global competitiveness.

1.6 Objectives

The main objective of the National Skills Development Policy (NSDP) is to empower and mobilise the Kenyan workforce with the required skills, knowledge and qualifications for employability, mobility and global competitiveness;

The specific objectives of the policy are:

- i. Integrate skills development in the existing legal and institutional frameworks for harmonising, planning, coordinating, development, management and utilization of skills in Kenya;
- ii. Create opportunities for all to acquire skills throughout lifelong learning, and especially for youth, women and disadvantaged groups.
- iii. Promote commitment by all stakeholders to own and support skill development initiatives.
- iv. Develop a high-quality skilled workforce/entrepreneur relevant to sectoral requirements of industry and the country's strategic priorities including flagship programmes like Big 4 Agenda;
- v. Enable the establishment of flexible skills delivery mechanisms that respond to the characteristics of sector wide and sector deep range of needs of stakeholders;
- vi. Enable effective coordination between different government ministries, Departments, Agencies, the Centre, public and private skill providers;
- vii. Support Labour Market Information system for anticipation of skills demand for effective National Skills development planning;

- viii. Promote Standards and assure quality of all skills development providers¹;
- ix. Enhance inclusivity, equity and access to skills development opportunities² and use³;
- x. Enhance sustainable and equitable funding and financing mechanisms for skills development in the country;
- xi. Foster entrepreneurship including all women entrepreneurship.

1.7 Principles of the policy

The guiding principles include:

- i. **Building partnerships and collaboration:** a key component of the policy-implementing framework. Development of a responsive productive and globally competitive human resource base will require strong partnerships and collaboration amongst all stakeholders;
- ii. **Leadership and accountability:** The Government will provide leadership within a legal and policy framework to facilitate the coordination and alignment of national human resource planning & development in line with the national development goals.
- iii. **Lifelong education and training:** Education and training shall be geared towards ensuring that the citizenry acquire employable skills and to entrench a culture of continuous learning;
- iv. **Relevance, quality and flexibility:** skills acquisition shall be guided by labour market demand analysis and forecasting and must respond to prevailing and emerging labour market dynamics;
- v. **Information sharing:** the policy envisages timely sharing of Labour Market Information amongst stakeholders;
- vi. **Evidence-based Human Resource Planning:** the policy will promote evidence-based human resource planning and development;
- vii. **Equal Access and Opportunity:** the policy will strive ensure that everyone has equal access and opportunity to skills development;
- viii. **Portability:** the policy will facilitate qualification and occupation mobility from one institution to another.

¹Capacity building of Institutional / training providers, workplace learning, skills for informal economy and Pre-vocational courses in general education pre-employment training through qualifications, certification of skills and quality assurance

² Institutional / training providers, workplace learning, skills for informal economy and Pre-vocational courses

³ Employability

CHAPTER 2

SITUATIONAL ANALYSIS

2.1 Introduction

Demand for skills in Kenya is affected by factors like economic changes, urbanisation and migration, demographic changes, and the country's medium and long-term development goals. Skills supply is determined by the availability, quality, and relevance of skills development programs and by policy interventions that affect their management, governance, and financing. This has led to a lack of clear, harmonised legal, policy and administrative frameworks for regulation and governance of skills Development in Kenya. Consequently Kenya has a weak, fragmented and ineffective mechanisms for planning, development, supervision and coordination of Skills interventions. Failure to match industry and the supply of skills, critical for an effective skills development system has greatly contributed to widening of the gap between supply and demand in the labour market.

Currently skills development initiatives and programmes are done in silos and are governed under various legal frameworks, policies and administrative instruments. Skills environment is currently characterised by unnecessary duplication and overlaps in the various frameworks that govern respective Government departments and agencies contributing towards in skills development. The initiatives are undertaken in silos, in some instances conflict with each other and without reference to labour market intelligence .

2.2 Skills Development in Kenya

Skill development in Kenya is diverse and fragmented in various Ministries and State agencies providing different levels of qualifications in the country. It can however be broadly segmented into three broad sectors namely; Basic Education, TVET Sector and University Education sector. These broad sectors are currently coordinated by the Kenya National Qualifications Framework (KNQF). Following the establishment of the Kenya National Qualifications Framework, the country's skills ecosystem has been undergoing reforms to bring in a sense of coherence and harmony to make it dynamic and responsive to the labour market needs.

Skills development and educational attainment has been identified by Vision 2030 and the Big 4 Agenda as key drivers of employability and poverty eradication in Kenya. The Country's sustained social economic growth and cohesion depends on equitable opportunities for people to participate in skills development and to use their skills effectively. The Country's skills

ecosystem focuses on predicting how the need for skills will change and the preparedness to be responsive. The skill development in Kenya focuses on the following priority areas:

- i. **Relevance:** ensuring skill ecosystem is relevant and responsive to the job market, employers, industry and learners;
- ii. **Quality:** supporting public confidence in the quality and value of qualifications awarded in the country and ensuring that it meets the national standards in order to achieve internationalisation;
- iii. **Accessibility:** ensuring that all prospective learners and employers can access suitable information and training when and where it is required, including a specific focus on supporting access for disadvantaged and marginalised Kenyans;
- iv. **Equity:** Ensure that skill development is fair to all without discrimination, regardless of one's educational background, age, status in society, disability, race, religion or nationality.

The country is currently developing and implementing a comprehensive and sustainable skills development system on the basis of training sector. The sector will generate Occupational Standards through their respective Sector Skills Advisory Committees (SSAC). This system aims at bringing on board all the actors in its leadership. The Ministry of Education through the State Department for Post Skills development is mandated to develop the overarching national policy on development of a sustainable skills development system. The Kenya National Qualifications Authority (KNQA) by virtue of its National Mandate of Coordinating and harmonising education and training across all the sectors of training shall play a key role in the activities of the National Skills Development Council (NSDC). The National Skills Development Council's role is to guide the development of National Occupational Standards (NOS) with the existing sectors.

The current Education and Training Sector in Kenya has four External Quality Agencies including the Commission for University Education (CUE), The Technical and Vocational Education Training Authority (TVETA), the Educational Standards and Quality Assurance Council (ESQAC) and the National Industrial Training Authority (NITA). Each regulator shall develop training standards for its sector to ensure that training matches expectations of the industry (Figure 1).

Skills' Regulation Ecosystem in Kenya

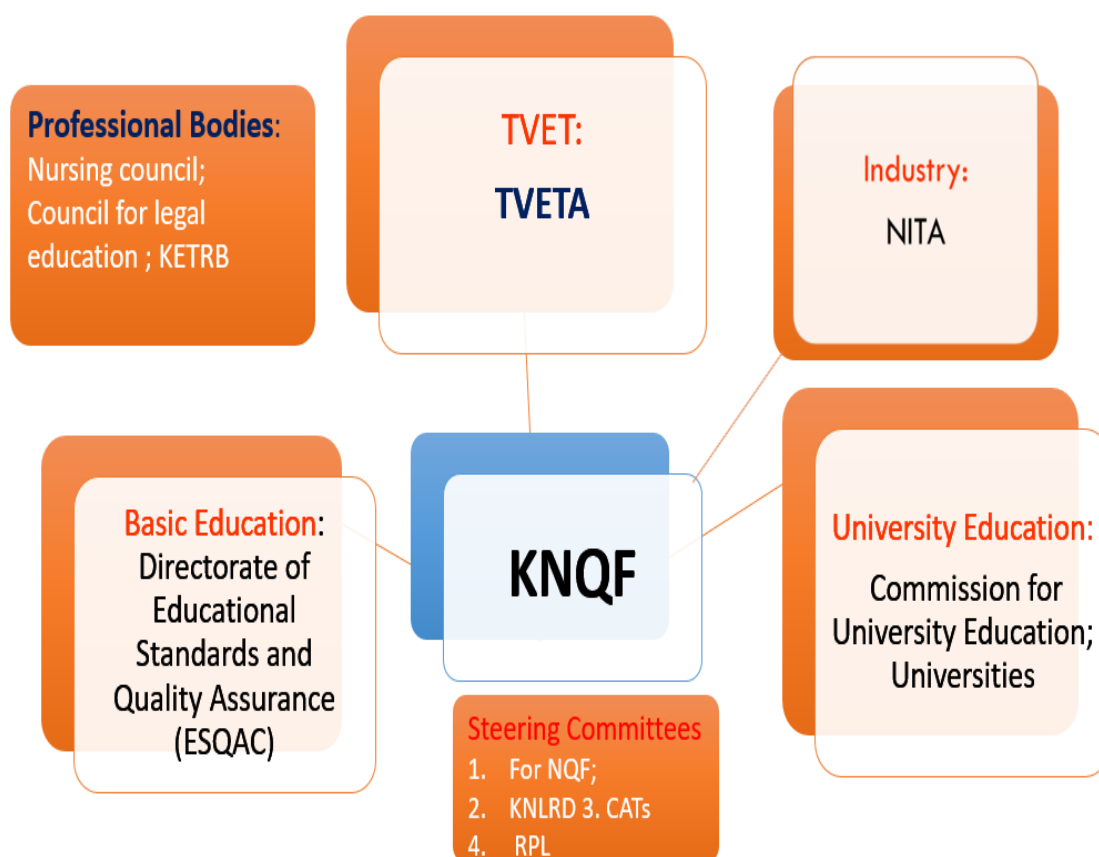


Figure 1: Skills Regulation Ecosystem in Kenya

Source: KNQF

Skills development in Kenya is undertaken in both formal and informal set ups. In the informal set up, it begins at the family level through mentorship by the immediate family and the community as life skills and later may take the dimension of informal apprenticeships in preparation to joining the labour market. The formal skills development in the country begins at the lowest level of training, that is at artisan level rising to craft level upto the highest of degree level in formal training institutions. At work places, skills take the form of Apprenticeship, Attachment, Internship and Volunteership. Life long learning is found in both formal and informal set up and takes the form of continuous upgrading, reskilling and retooling workers.

Qualification Awarding Institutions and Assessment Bodies including National Industrial Training Authority (NITA), KASNEB, TVET CDACC, KNEC, KICD among others are expected

to play a key role in the implementation process. Organisations such as Federation of Kenya Employers (FKE), Kenya National Chamber of Commerce and Industry (KNCCI), Micro and Small Enterprise Authority (MSEA), Association of Professional Societies in East Africa (APSEA) and Kenya Bureau of Standards (KEBS) should form the core of the team that should be involved in coordination of this exercise.

2.3 Education and Training Sector Progression Pathways in Kenya

Kenya follows the 8-4-4 system of education. This consists of 8 years of primary school, 4 years of secondary school and 4 years of university education. Although not mandatory, children also attend 1 or 2 years of pre-primary school, at age 3 to 5, before starting primary school. Public primary education has been free and compulsory in Kenya since 2003, with the curriculum comprising of languages, mathematics, history, geography, science, crafts and religious studies (figure 1).

The 8-4-4- system follows objective based curriculum, which lays emphasis on summative evaluation. As a result, a new competence-based structure of education has been put in place and is set to replace the 8-4-4 system. The new system (2-6-3-3) consists of 2 years of pre-primary (for ages 4- 5); 3 years of lower primary and 3 years of upper primary (for ages 6-11); and 3 years of junior secondary as well as 3 years of senior secondary (for ages 12-17 years). The new system follows a Competence Based Curriculum, which seeks to nurture every learner's potential by ensuring all learners acquire the core competencies. The Competence Based Curriculum emphasizes on formative rather than summative evaluations. The government has begun rolling out the new system. The Government hopes to completely phase out the 8-4-4 curriculum by 2026. Figure 3 shows the Structure of the New Education System in Kenya.

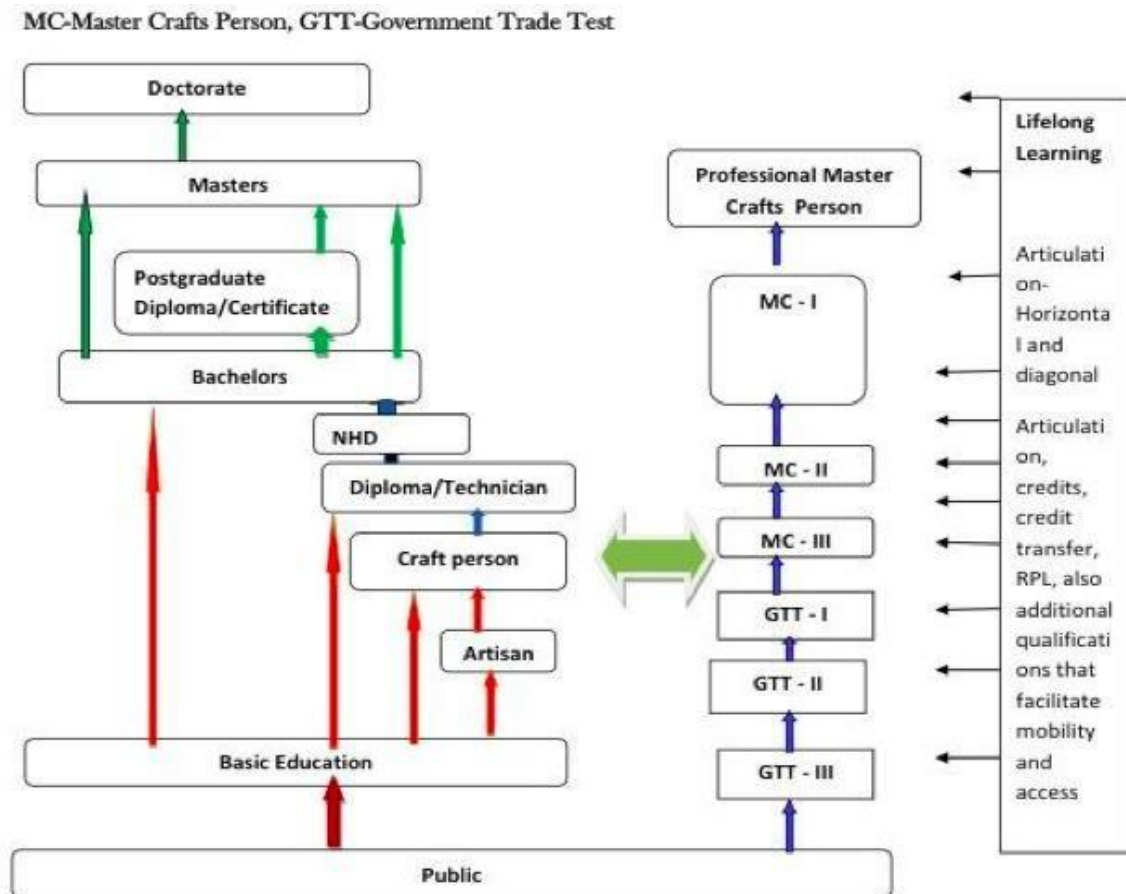


Figure 2: Education and Training Progression Pathways

Source: KNQA 2018

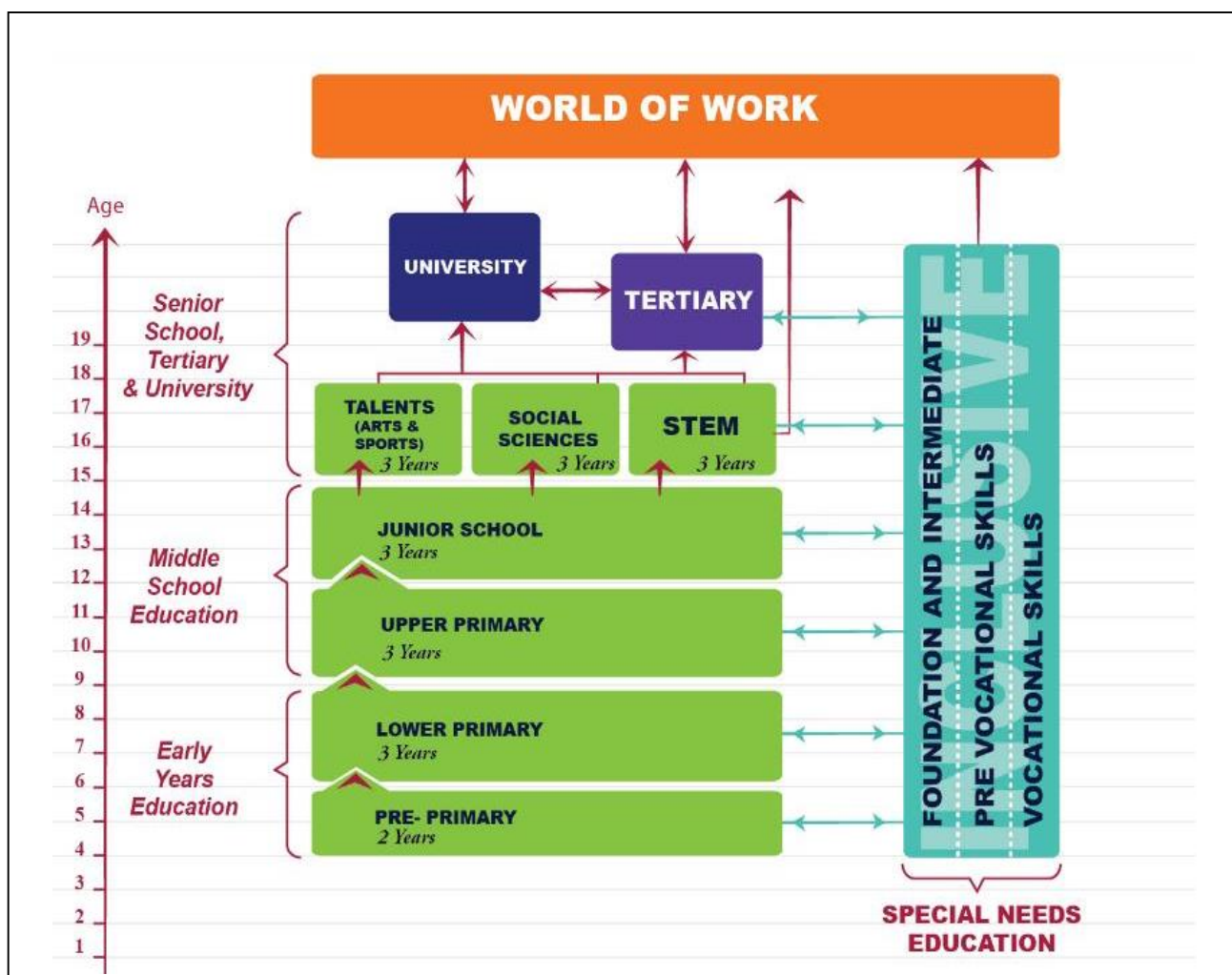


Figure 3: Structure of the New Education System in Kenya

Source: Kenya Institute of Curriculum Development(KICD)

The skill development ecosystem in Kenya is broadly segmented into three pathways Education, Technical and Vocational/ Industrial Training as indicated in figure 2.

Basic Education is governed by the State Department for Basic and early Learning while University education is governed by the State department for University Education and Research. The Technical Pathway is under the State Department for Technical and Vocational Education and Training. The Vocational/ Industrial Pathway is under the State Department for Labour. The 4 Pathways are each regulated by 4 regulators namely; CUE for University Education, TVETA for Technical Education and NITA for the Vocational/ Industrial Training. Skills in Kenya are

imparted through both formal and informal systems as shown in Figure 3 below. The Formal vocational training is imparted in both public and private sector.

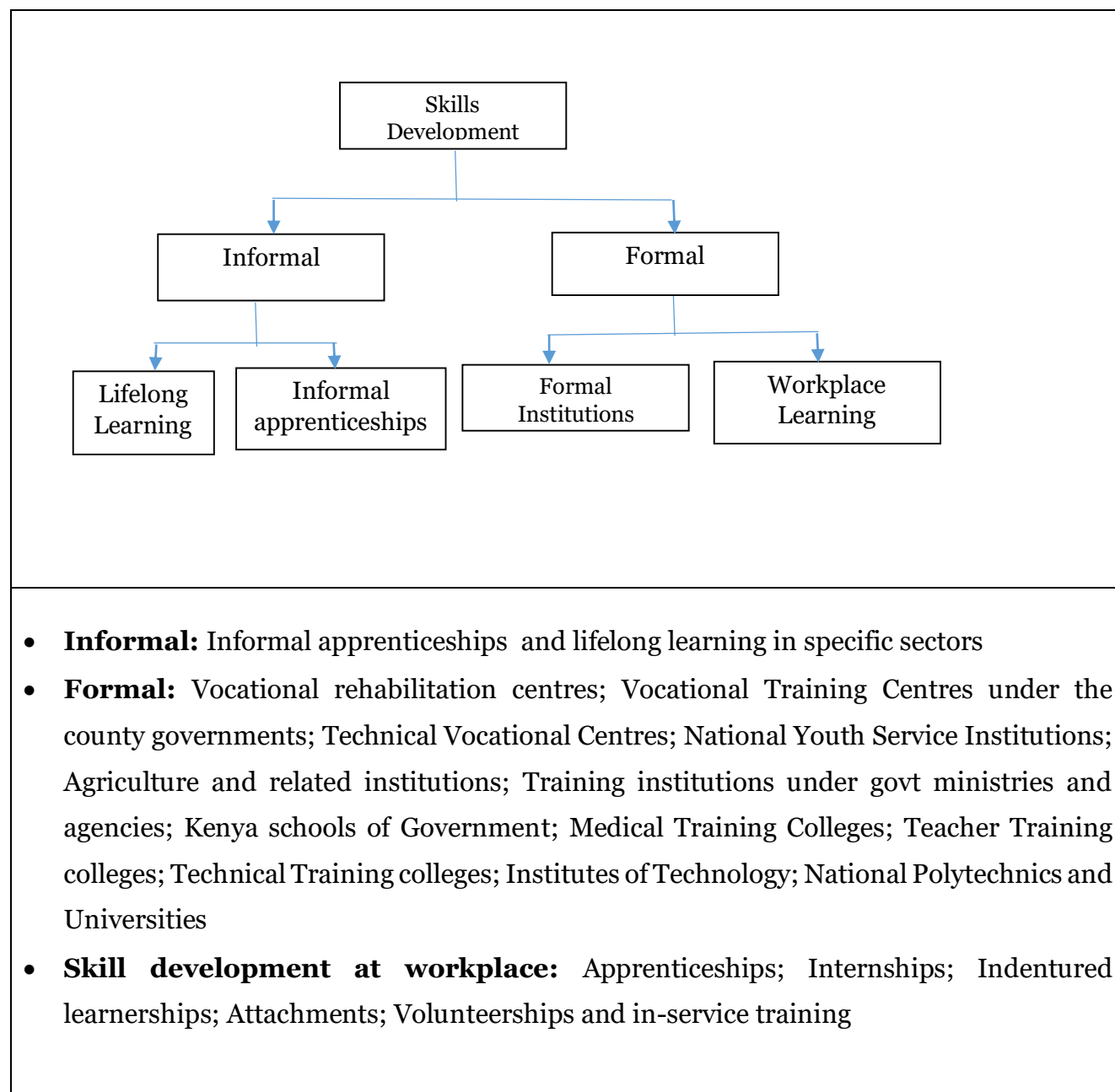


Figure 4: Flow chart for the skill development system in Kenya

Source: PT&SD

2.4. Kenya National Qualifications Framework(KNQF)

This is the national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications. It comprises of levels of qualifications (types of qualifications), volume of learning, learning outcomes, and admission requirements.as indicated in figure 4 below.

The aim is to promote access to and equity in education, quality and relevance of qualifications, evidence-based competence, and flexibility of access to and affordability of education, training assessment and qualifications.

The implementation of the Framework is expected to:

- i. Establish the Kenya National Qualifications Authority;
- ii. Set national standards for accreditation, Quality Assurance, assessment and examination, to guide all players;
- iii. Establish standards for recognising qualifications obtained in Kenya and outside Kenya;
- iv. Develop a system of competence, life-long learning and attainment of national qualifications allowing transition from non-formal to formal market;
- v. Align qualifications obtained in Kenya with the global benchmarks in order to promote national and trans-national mobility of workers;
- vi. Facilitate mobility and progression within education, training and career paths
- vii. Map progression pathways within sectors and cross-sectorally;
- viii. Produce standardised, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework.

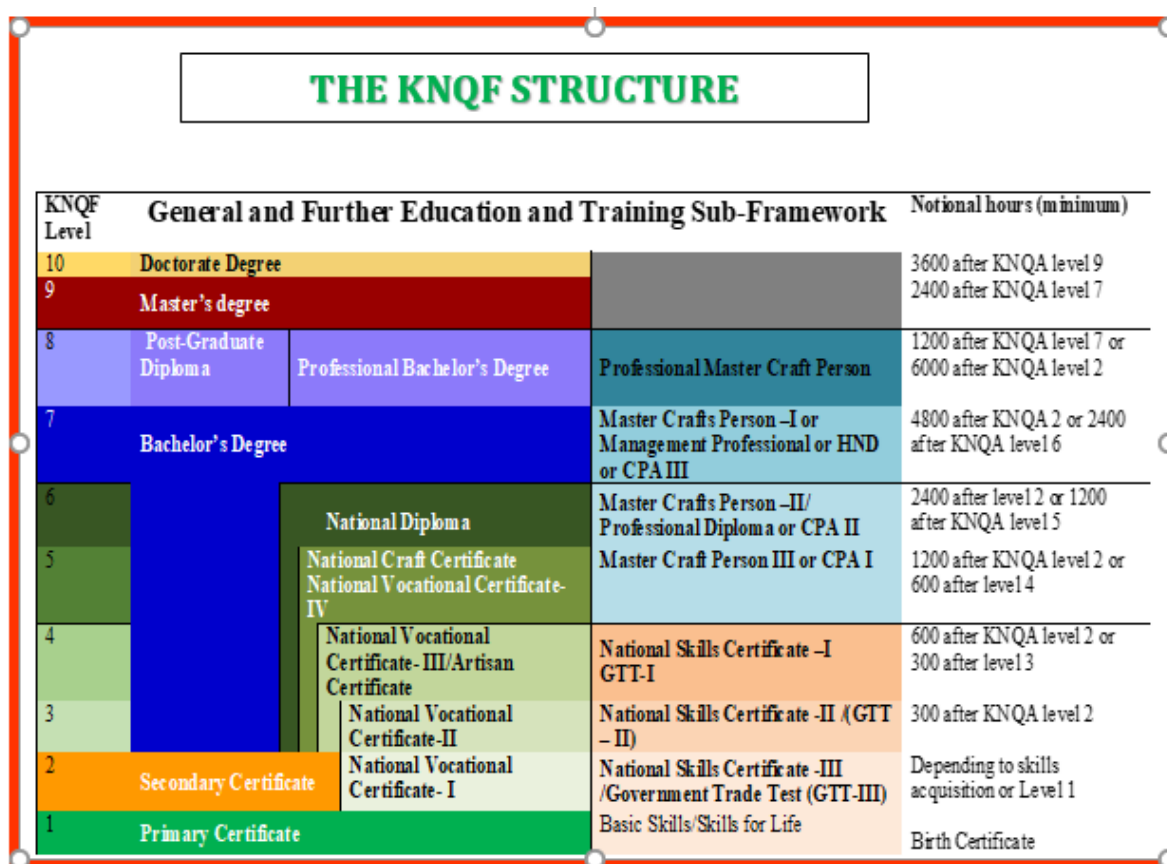


Figure 5: The Kenya National Qualifications Framework

Source: The Kenya National Qualifications Authority

2.5 Entrepreneurship Landscape in Kenya

Skill development in Kenya cannot be viewed in isolation but as an integral part of the complete value chain of employment and economic growth strategies to effectively spur employability and productivity. Coordination with other national macroeconomic paradigms and growth strategies such as entrepreneurship is critical in creating more opportunities for the skilled workforce. Successful Policy is measured by the number of jobs created in the primary, secondary and tertiary sectors which will be a key outcome of overall economic growth including entrepreneurship cutting across all sectors.

Micro, Small and Medium Enterprise (MSMEs) are an integral part of the Kenyan economy that has a liberalized external trade system and a few state enterprises. According to the Capital Markets Authority of Kenya (CMA), SMEs offer employment to an estimated 14 million people, account for 84% of employment and comprises 95%

of Kenya's business and entrepreneurs (UNICEF, 2019). Research indicates that SMEs contribute about 70 per cent to Kenya's GDP, 62nd economy in the world with Estimated GDP - \$99.246B (UNICEF, 2019).

Kenya's entrepreneurship potential has therefore proven to be an important source of meeting the aspirations of the youth. This calls for all-inclusive efforts needs to strengthen entrepreneurship to expand the opportunities for economic diversification and improved productivity and employability and social inclusivity.

Establishing a vibrant entrepreneurship in Kenya requires an enabling ecosystem from both government and non-government organisations. In order to unlock the entrepreneurial potential of the Country, the policy proposes the following:

- i. Educate and equip potential and early stage entrepreneurs in the Country.
- ii. Carefully mentoring competent, quality, innovative and globally competitive entrepreneurs.
- iii. Support entrepreneurs as a viable career option through advocacy and Entrepreneurship Hubs (E-Hubs) Encourage entrepreneurship.
- iv. Inculcate entrepreneurship culture and make it aspirational.
- v. Promote Entrepreneurship amongst Women and the marginalised groups.
- vi. Improve ease of doing business in the Country.
- vii. Improve access to financial services.
- viii. Foster social entrepreneurship and grassroots innovations.

2.6. Legal, Policy and administrative frameworks

The Constitution of Kenya 2010 recognises the fundamental rights to education and responsibility for the state to have in place programmes designed to ensure access to relevant education and training. All this is aimed at ensuring social and economic empowerment and inclusion of its citizenry. The states responsibility is actualised through mandates and roles of various Ministires, Department and Agencies.

On the international scene, Kenya is a signatory to the ILO Convention 111 – 'Discrimination (Employment and Occupation), 1958', on employment and occupation which include enhancing access to vocational training, access to employment and to particular occupations, and terms and conditions of employment.

Further, United Nations 2030 Sustainable Development Goal's agenda prioritizes education as a vital tool for enhancing knowledge and skills for employment and entrepreneurship in order to promote sustainable development. The agenda has set targets on skill acquisition for employability, decent jobs and promotion of entrepreneurial skills. Goal no. 4 aims at ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all by 2030, through ensuring equal access to affordable and quality technical, vocational and tertiary education, including university education to all women and men.

Agenda 2063, "the Africa we want": A prosperous Africa where well educated and skilled citizens, underpinned by science, technology and innovation for a knowledge society is the norm (AUC, 2015) is fast gaining prominence. The agenda identifies human capital as a key driver in catalysing the continent's development and calls for sustainable investment in higher education, science, technology, research and innovation, as well as elimination of gender disparities at all levels of education. In order to achieve an integrated Africa, the AU and member states embarked on establishing the African Continental Qualifications Framework (ACQF) to facilitate mobility and transparency of skills and harmonised qualifications for an African free trade area.

Additionally, there are a number of national laws and policies that contain skilling provisions. All these Acts of Parliament operate without an overarching National Skills Training Strategy with a clear vision and mission and regulatory framework.

These include: -

- i. **The Kenya National Qualifications Framework (KNQF) Act No.22 of 2014**- provides for the coordination and harmonisation of the education and training sector through the development of a Kenya Qualifications Framework for the articulation, classification, registration, quality assurance, maintaining a national database of national qualifications, recognition of attainment or competencies including skills, attitudes and values; and the monitoring and evaluation of national qualifications;
- ii. **The Industrial Training Act CAP 237** - makes empowers the National Industrial Training Authority at Section 3A to among other things; develop industrial training curricula, integrate labour market information into skills

- development, test occupational skills and accredit institutions engaged in skills training for industry;
- iii. **TVETA – TVET Act No. 29 of 2013** in discharging its mandate SERVES THE function of inspection, licensing, registration and accreditation of training institutions and assures quality and relevance in programmes of training;
 - iv. **The NCA – National Construction Authority Act No. 41 of 2011** - places certain requirement for registration. One of these requirements is the possession of such technical qualifications, skills or experience as the Board may decide from time to time prescribe;
 - v. **KIRDI – Science and technology Act CAP 250** of 2013– This Act facilitates the promotion, coordination and regulation of the progress of science, technology and innovation of the country; It seeks to entrench science, technology and innovation into the national production system and for connected purposes. The Act also establishes a Commission under Section 3 which is guides the performance of its functions including manpower development and skills acquisition;
 - vi. **NEA - The National Employment Authority Act, 2016** - The Authority's functions include among others conducting periodic surveys on labour market skills requirements and advice training institutions and job seekers appropriately to ensure that training and skills match the job market requirements; and secondly, facilitate, continuous training and other activities of Kenyans to improve of their chances of employment and work skills;
 - vii. **MSEA - Micro and Small Enterprises Act No. 55 of 2012** provides for the promotion, development and regulation of micro and small enterprises; to provide for the establishment of the Micro and Small Enterprises Authority, and for connected purposes. It establishes the Micro and Small Enterprises Authority under section, 29 which establish regional and other centres of excellence to enhance utilisation of locally available knowledge, skills and resources;
 - viii. **CBET policy Framework of October 2018:** The Government of Kenya is implementing Competence based Education and Training Curriculum (CBET) that is expected to ensure provision of relevant and high quality human resource for development which entails the involvement of industry in all aspects of training.

- ix. **Internship policy of May 2016:** The objectives of the Internship Policy for the Public Service are to: i) ensure a well-structured and coordinated internship programme; ii) provide a framework and standards applicable to all interns; iii) ensure effectiveness and efficiency in implementation and management of internship programme; and iv) provide a framework for monitoring, evaluating and reporting for improvement and sustainability of internship programmes
- x. **Human resource development policy for the public service of June 2015:** The objectives of the Policy are to: 4 a) entrench national and public service values and principles in training and development; b) ensure public servants are accorded equal opportunities for relevant training at all levels of the public service; c) ensure that public servants possess the necessary knowledge, skills, attitudes and competencies for performance improvement and career progression; d) create a mechanism for ensuring adequate funding for human resource development, and capacity building programmes in the public service; e) ensure implementation of prioritized, demand driven programmes that are cost-effective; f) encourage a culture of life-long learning, knowledge sharing, innovation and creativity in order to create a strong human resource base in the public service for human resource planning and management; g) encourage the development of research and consultancy capacities of public sector institutions while strengthening collaboration and linkages with the private sector, recognized training institutions and development partners; h) promote linkages between the industry, training and research institutions in order to ensure training that is demand-driven and responsive to the requirements of the industry; i) enhance attraction and retention of competent talent locally and from the diaspora; and j) ensure an effective monitoring, evaluation and audit system that is integrated in public service human resource development programmes for efficiency and effectiveness.
- xi. **Vision 2030 of 2008 :** Is the country's long term development blueprint that aims at creating a globally competitive and prosperous country with a high quality life for all its citizens that will transform Kenya into a newly industrialized middle income country by 2030. The Vision is based on three "pillars": the economic, the social and the political.

The economic pillar aims to improve the prosperity of all Kenyans through an economic development programme, covering all the regions of Kenya, and aiming to achieve an average Gross Domestic Product (GDP) growth rate of 10% per annum beginning in 2012. The social pillar seeks to build a just and cohesive society with social equity in a clean and secure environment. The political pillar aims to realise a democratic political system founded on issue-based politics that respects the rule of law, and protects the rights and freedoms of every individual in Kenyan society.

CHAPTER 3

POLICY THEMATIC AND INTERVENTION AREAS

This Chapter is based on the following thematic areas: Skills Development, Management and Governance; Access, Equity and Gender Equality / Inclusivity; Financing; Labour Market Information and Anticipation of Skills demand; Qualification, Certification, Quality Assurance and Relevance; Pre-employment training and Employment Services; Lifelong and Workplace learning (LLWL); Human Resource Systems and International Cooperation and Knowledge sharing. The choice of these policy thematic areas is based on the challenges facing the skills development sector in Kenya, as identified in the situational analysis; the priorities identified in the Vision 2030's third Medium Term Plan, Sessional Paper no. 1 of 2019 and stakeholder's inputs.

3.1 Skills Development, Management and Governance

The government of Kenya has prioritised skills development as one of the key tools to enhance participation of youth, seek greater inclusion of minorities into the workforce, and improve the capability of the present system to be responsive to the highly dynamic labour market. The policy thematic and intervention areas in the skill development ecosystem in Kenya includes:

3.1.1 Skilling, governance and coordination in Kenya

Strengthening governance and enhancing institutional integrity in Kenya's skills ecosystem is vital step towards achieving our national educational goals and objectives. Many stakeholders are involved in skills development in Kenya. The Skills Development initiatives are however uncoordinated and disjointed resulting in duplication of efforts wastage of resources and minimal impact of the programmes.

In the public sector, skills development mandate is spread across over 10 different Ministries, Departments and Agencies.

The policy seeks to address the following challenges facing skills development which include:

- a. Limited inter-agency coordination of skills development

- b. Inadequate funding of skills development especially for the Workplace Based Learning (WBL)
- c. Low participation of employers in skills development
- d. Lack of recognition of WBL
- e. Undefined scope of industry-based training

The following Policy strategies will be required to address the identified gaps associated with lack of coordination of skills development and shall include:

- a. Establish the National Skills Development Council (NSDC) to coordinate skills development initiatives,
- b. Establish Sector Skills Councils (SSDCs) to drive sector specific skills development agenda,
- c. Provide adequate funding facilitate (WBL) such as apprenticeships and internships,
- d. Recognition of WBL certification as part of Collective Bargaining Agreement (CBA) by employers,
- e. Provide scope for industry-based training in the Industrial Training Regulations.

3.1.2 Partnership and linkages

The Government takes cognisance of the role of Partnerships and linkages in enhancing skills development. The following strategies shall be applied to enhance partnership and linkages with development partners and other interested parties to increase investment in facilities and equipment:

- i. Establish and maintain effective and inclusive learning environments,
- ii. Ensure public training facilities partner with private training organisations / enterprises to utilize facilities, adopt double shifts any time including during the holiday instead of being unutilized.
- iii. Encourage Foreign Governments, corporate and agencies to set up skill centres as well as participate in content creation, design of curricula and delivery of training.
- iv. Initiate Exchange and capacity building programmes for skilling providers.

- v. Government to promote a skills training ecosystem that will enable skilling and placement of Kenyans' in overseas jobs.

3.1.3 Skill Providers

Private training providers deliver a significant amount of education and training in Kenya and are an important contributor to the local skill development ecosystem indicated in figure 5.

To strengthen their role, the following strategies shall be applied:

- i. Government will promote and support the expansion and diversification of training options for industry and the community, including through support for student micro-credit schemes.
- ii. Private training providers shall meet minimum quality standards that address the quality of facilities, the knowledge and skills of staff and the standard of programs delivered.
- iii. Create National Skills Development Council to register Private Training Providers
- iv. Ensure registration of all Private training providers by TVETA for those which wish to issue nationally recognized qualifications under the KNQF.

To achieve the massive target of skilling, it is of utmost importance to have quality trainers who are capable of training people in various fields. Government will put up measure to enable more experienced people in skilling, such as ex-servicemen in defence and retired/working people from industry. The following strategies shall be used.

- 1. Set up a skilling portal in Kenya Labour Market Information System (KLMIS) for repository and registration database for all certified and interested skilling providers. All retiring employees in industry or government domain, who are interested to use their experience gainfully by extending their career as trainers/ assessors, will have freedom to register themselves on the portal.
- 2. Use of KLMIS by Training providers and assessment bodies as per their relevant sector, experience, and location of the registered to easily access the portal certified trainer/ assessors.

3. Define career pathways for skill trainers to make the profession more attractive and lucrative.
4. The job of skill trainers to inspire and benchmark their pay scales with TVET trainers.
5. Set up Centres of Excellence to ensure continuous supply of quality trainers in each sector.
6. Use of ICT enabled training and certification program for the trainers to train within comforts of their homes, wherever feasible. Special efforts will be made to organize and streamline efforts of the Non-Governmental Sector (NGO) in skill development initiatives.

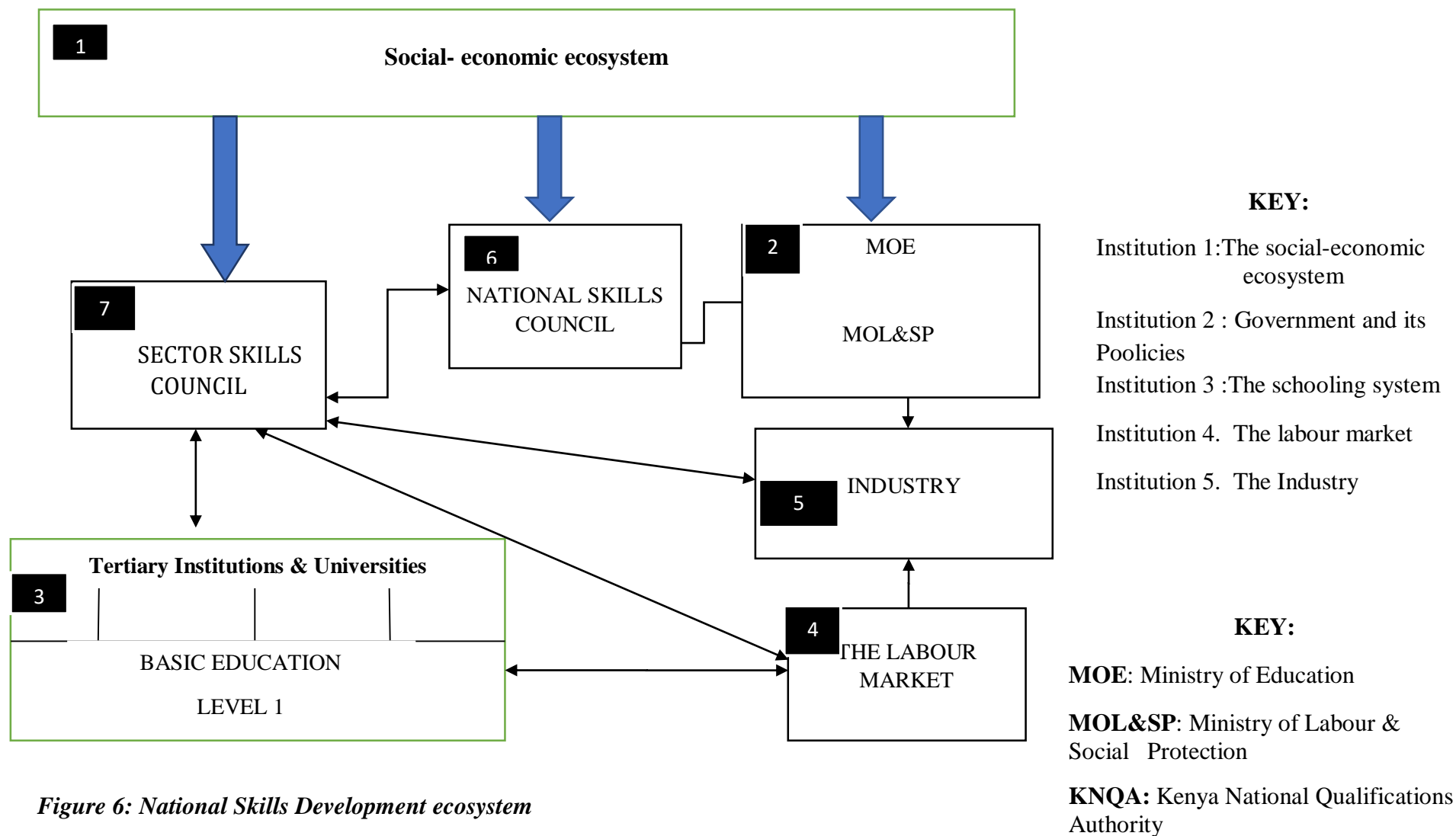


Figure 6: National Skills Development ecosystem

3.2 Access, Equity and Gender Equality / Inclusivity

Access to decent and productive employment is enshrined in the Kenyan Constitution under Section 55(c) and 56 (c). To facilitate this vision, skills development is a fundamental enabler. Equal access to skill development is essential for all social groups particularly women and disadvantaged section of society, to help them in securing decent employment and eradicate poverty. Key barriers to accessing skills are low levels of awareness of available training opportunities, negative social cultural attitudes and funding due to high cost of training programs. Removing these barriers to access and addressing their specific needs are key elements in achieving inclusive growth.

3.2.1 Improve Access to Rural Economy

Kenya's rural economy is dominated by agricultural activities. The sector requires appropriate skills to enhance productivity and value addition for economic growth. Efforts will be made to improve the quality of this skills development in rural communities, and where relevant, strengthen links between formal and informal skills training.

- i. To achieve this, the policy shall seek to:
 - a. Strengthen linkages with Vocational Training Centres (VTCs) through the county governments;
 - b. Support partnerships with Community Training Centres (both public and private);
 - c. Leverage on community information centres to access training and employment information;
 - d. Enhance uptake of skills training of farmers through agricultural extension services.

3.2.2 Improve Access to Informal economy

Kenya has witnessed growth in the informal sector, which accounts for 84% (KNBS, 2019). The sector is characterised by short lifespan due to inadequate access to business development services such as; access to business management training, enterprise development programmes and financial services.

In the informal economy, skills development can contribute to improved productivity and working conditions while at the same time addressing some of the challenges facing workers.

- i. The following strategies shall be applied:
 - a. Establish measures to enhance coordination of various actors including organised informal association of workers.
 - b. Strengthen linkage with financial institutions to increase access to micro finance services.
 - c. Provide linkages to formal skills training institutions to upgrade or gain further training including recognition of prior learning and certification.
 - d. Establish support mechanism for informal economy workers during training and post training that addresses future employment and training options;
 - e. Promote identification, recognition and certification of master crafts person as trainers-improve pedagogy of MCPs.
 - f. Provide incentives for skills development uptake.

3.3 Financing

Skill development initiatives in Kenya are largely funded by government with limited private sector involvement. All stakeholders including government, public and private enterprises and will contribute to the national investment in skilling.

To build a strong foundation for skills development the government and its partners apply the following strategies:

1. Introduce a new funding framework (National Skills Development Fund) that will be based on three fundamental pillars:
 - a. Reducing Poverty by providing increased public funding of skills training for disadvantaged groups;
 - b. Improving the efficiency of institutions which receive public funding by creating incentives for results and quality; and
 - c. Strengthening partnerships with the private sector so they increase their role in the governance, financing and delivery of skills training.

2. The government will diversify funding arrangements and work with its partners to establish and make operational the National Skills Development Fund.
3. Encourage increased employer investment in training and use of levies and taxes in partnership with employer and worker representatives, as a priority to encourage and increase the take-up of formal apprenticeships in industry.
4. The NSDC will also take the necessary steps to ensure that additional financing options such as skilling student loans.
 - i. Introduce performance and outcome-based funding in order to increase public accountability and effectiveness of funds allocated for skills development.
 - ii. Develop new budget guidelines to allow more accurate costing and budgeting of skill development activities across all government agencies.

3.3 Labour Market Information and Anticipation of Skills demand

The major challenge facing education and training sector in Kenya is the mismatch between skills produced and industry needs. Improving the relevance and reducing skill mismatch of skill development requires establishment of Labour Market Information System (LMIS) and anticipation of skills demand for a reliable and realistic assessment of economic trends and labour market needs.

3.4.1 Research and Labour Market Information

Research is central to effective human resource planning, development management and utilisation. High quality data generated from research and monitoring is crucial for the effective management and planning of skills development. If the demand for skills is not understood, then government, employers, workers and other stakeholders cannot make informed decisions about the skills required.

For this to be realised:

- i. Align the supply and composition of skilled workers with demand for human resource requirements in the country.
- ii. Enhance the National Labour Market Information System (KLMIS), an integrated database, which contains socio-economic data on supply of skilled labour force statistics, demand of skilled/unskilled labour, market

- trends like wage structures and distribution, economic growth trends, focus areas for skilled manpower, occupational shortages among others.
- iii. The KLMIS to generate key analysis and reports, which will determine policy interventions, by different government stakeholders and the industry at large.
 - iv. KLMIS shall provide market intelligence to guide in making decisions that will;
 - a. Address domestic data needs related to the supply of skills, the demand for skills, and the matching of supply and demand;
 - b. Address international data needs related to the demand for skills in key international labour markets for Kenyan workers;
 - c. Allow for the identification of both current skills shortages and potential future demands for skills, both at the regional and national level;
 - d. Increase the use of tracer studies to track the employability of graduates;
 - e. Identify and allocate responsibilities to institutions, bodies and agencies covering the collection, processing, management and reporting of skills data such as national statistical office, ministries and agencies providing skills training, public and private providers, regions, etc.
 - f. Provide for timely and broad dissemination of data so as to inform skills policy, program development and the choices of individuals; and
 - g. Develop a national data and information base on inventory of skills within Kenyan economy;
 - h. Undertake regular Labour market surveys to avail up-to-date information on the status of Human Resource and Development (HRD) in the country;
 - i. Support research and development programmes that transfer knowledge and technology for sustainable development.
 - v. Through this policy, all institution that generates labour market data will be required to share the same through the KLMIS so that the same can be converted to labour market intelligence to guide the country.
 - vi. The system will continue to be used for forecasting future demand and accordingly guide in preparing a constant flow of skilled workforce. Further, all data will be maintained in gender-disaggregated form to enable specific policy interventions to maintain equity.

- vii. All county governments will be required to maintain skill database, which will also be integrated with KLMIS to have a unified national picture of actual supply against demand in various sectors.

3.4.2 Market Led Standards (skills development councils and National Occupational Standards (NOS))

The Government promote creation of Sector Skills Development Councils (SSDCs) to play a major role in driving research and curriculum development for their respective sectors. SSDCs bring together major enterprises and industry bodies in an industry sector to discuss skill development issues affecting their industry sector. The following strategies shall be applied:

- i. Develop National Occupational Standards for various jobs by Sector Skills Councils (SSDCs), industry-led bodies.
- ii. SCG to clearly define the outcome standards for each job role. SSDCs will be responsible for ensuring that persons trained as per NOS are employed by employers in their sector. All skill training in the country will be required to align itself to these national standards.
- iii. The SSDCs shall:
 - a. Monitor and review skills development practices in the industry sectors and identify and overcome deficiencies;
 - b. Develop industry specific skills development policies and practices;
 - c. Develop industry's capability to deliver the skills training and upgrade their employees in order to improve productivity and enhance the welfare of employees;
 - d. Provide leadership and strategic advice to the NSDC on skills development needs and priorities for those industry sectors covered by the council;
 - e. Support the delivery of industry relevant training and/or professional development programs for instructors and trainers;
 - f. Contribute to the development and review of skills standards and qualifications and participate in the development and review of new training curriculum;
 - g. Advise the NSDC on the industry sector demand for skills;
 - h. Advocate and facilitate workforce development activities in industry;

- i. Produce sector skills development plans as required on a regular basis;
- j. Support strengthening of industrial apprenticeship programmes; and
- k. Develop partnerships with training providers and support improvement of skills programmes in schools, colleges, industry and enterprises.

3.5 Qualification, Certification, Quality Assurance and Relevance

The Quality and relevance of skill development are key to Kenya's global competitiveness and internationalization as well as improving an individual's access to decent employment. For enterprises to compete in the global economy, the quality of training must attain national and global standards and be relevant to the needs of national and international labour markets.

3.5.1 Competence Based Training and Assessment (CBTA)

The national skills development system must be responsive to the present and future industry needs and will move to implement Competence Based Training and Assessment (CBTA). The current education and training environment have the following characteristics.

There is more emphasis on university and tertiary education in Kenya. The technical and vocational training programs are associated with low wages, qualifications and meant for the academically weak. The total number of public universities increased to 30 in 2016 after granting charters to seven university colleges to full university status.

Course programs offered in our education and training institutions have limited input of the employers who are expected to provide employment after the training. Workplace based learning (WBL) through apprenticeships, indentured learnerships, and industrial attachments placements have not been fully exploited. The government with the social partners have maintained the competence wage guidelines at the trade test level.

- i. Unemployment is high in the country with the formal sector shrinking considerably (employment currently at 16%). The informal sector being the biggest employer (at 84%) is experiencing an upsurge in informal apprenticeships. The potential of the informal sector contribution to skills development has not been fully exploited.

- ii. The shift from 8-4-4 system to education to 2-6-3-3-3 through curriculum reform seeks to integrate WBL for students in their disciplines through industrial attachment and internship programmes and skills gained are recognized and certified.
- iii. The policy seeks to address the following challenges with respect to CBTA.
 - a. Lack of coordinated approach to implementation of new curriculum by all players in skills development,
 - b. Inadequate preparation of all stakeholders specifically the training providers, employers, assessment & certification bodies and the informal sector to implement CBTA,
 - c. Lack of harmonised criteria for registration and accreditation of training providers, assessors and curriculum developers especially in the informal sector,
 - d. Low enrolment in vocational skills courses and negative perception towards informal sector WBL.
- iv. The policy measure to address the above issues associated with CBTA:
 - a. The policy envisages integration of National Occupational Standards (NOS) and Qualification Packs (QPs) in training curricula and assessment guidelines. The competence standards will be developed by industry through Sector Skills Councils (SSDCs)
 - b. CBTA shall be a product of social dialogue with industry and key stakeholders to develop clear descriptions of the skills and knowledge required to perform different tasks in the workplace. These units of competency, or competency standards, set the performance criteria that will be assessed towards the award of nationally recognized qualifications.
 - c. Accord higher recognition of vocational and WBL certificates in the CBAs,
 - d. Establish the criteria for registration and accreditation of training providers, assessors and curriculum developers,
 - e. Provide incentives to stakeholders who participate in the WBL such as apprenticeships, internships and indentured learnerships.

3.5.2 Nationally Recognised Qualifications

To stimulate and support reforms in skills development and to facilitate nationally standardised and acceptable, international comparability of qualifications, the Kenya National Qualifications Framework (KNQF) was established. The Framework is a ten-level matrix in which qualifications are defined in successive series of levels of knowledge, skills and aptitudes.

- i. The KNQF shall establish progression pathways along across the 4 education and training systems (Basic Education, TVET, Higher Education and Industrial Training). Recognition of Prior Learning (RPL) policy and related instruments have been developed and are in the process of operationalisation by stakeholders involved in skills training, assessment and certification.
- ii. The policy seeks to address the following gaps:
 - a. Lack of correspondence of KNQF level descriptors to NOS and QPs generated by the Industry to inform Curriculum Development & Assessment Guidelines;
 - b. Lack of Recognition of Prior Learning (RPL) system to facilitate mainstreaming of qualifications acquired through WBL;
 - c. Lack of harmonised system of equation of certificates and qualifications;
 - d. Lack of a Nationally accepted Credit Accumulation and Transfer system (CATs);
 - e. Lack of awareness on use of KNQF to integrate Skills development;
 - f. Lack of a national system for mutual recognition of regional and international Qualifications.
- iii. The policy measures required to address the above gaps include:
 - a. Establish a system of defining National Occupational Standards (NOS) and Quality Packs (QPs) by engaging the industry through the Sector Skills Councils;
 - b. Prepare and implement an RPL system to inform all stakeholders. The RPL system will officially recognise prior learning (skills and knowledge) so that individuals can enter or re-enter formal training systems and thus enhance their employability, mobility and self-esteem. The recognition process acknowledges job related knowledge and skills that were gained

through non-formal or informal training, through paid or unpaid work, or via life experience or any combination of these. Wherever possible, the recognition should be conducted against the competencies and qualifications embedded within the KNQF;

- c. KNQA in consultation with the stakeholders to create a system of equation and verification of local and foreign certificates;
- d. KNQA to develop a system of Credit Accumulation and Transfer system (CATs);
- e. KNQA to spearhead the registration, recognition and accreditation of the National Skills Development Council, Sector Skills Councils and Skills Testing Academies;
- f. KNQA to build capacity of QAIs, regulatory agencies and Professional bodies;
- g. Engage regional and international regulatory bodies to foster mutual recognition of non-professional certificates to promote faster mobility of skilled labour.
- h. Harmonise the National Qualification Framework with the African Continental Qualification Framework (ACQF).

3.5.3 Standards and Quality Assurance

Quality Assurance is critical for effective skills development and all training institutions (providers) require accreditation from relevant regulators before they can operate. The accreditation process focuses on the value chains from programmes development & training curricula, physical infrastructure, resource persons deployed as trainers, assessors and curriculum experts, and assessment and certification processes.

Quality Assurance entails evaluation to ascertain the institution or program meets certain minimum standards. This process seeks to guarantee that the standard measured in the accreditation process can be sustained for a longer period. In this regard KNQA has done the following;

- i. Established a 10 level KNQF. The regulatory bodies pertinent in the administration of KNQF include Commission for University Education (CUE) levels 7-10, Technical Vocational Education and Training

(TVETA) levels 3-6, Ministry of Education and National Industrial Training Authority (NITA) levels 1&2.

- ii. Accredits and registers QAI as set out in the KNQF Act no. 22 of 2014 section 5(1) and 30;
- iii. Developed assessment standards to ensure that assessment and certification is of high integrity, transparent and meets the national Standards;

However, the policy establishes the following challenges facing standards and Quality Assurance in skills development:

- a. Lack of joint criteria to guide regulatory bodies in clustering the industry into economic sectors,
 - b. Lack of framework for engaging stakeholders to determine National Competence Standards from Occupational Competence Standards and QPs the critical elements of quality assurance,
 - c. Lack of integrated internal, external and peer review mechanisms among the regulators and key stakeholders
 - d. Weak coordination among the key stakeholders in administration of KNQF.
- iv. The policy measures to address the challenges associated with standards and Quality Assurance:
- a. Develop criteria for establishing training sectors by clustering the industry;
 - b. Identify modalities for selection and appointment of industry representatives into the sector skills council;
 - c. Build capacity for members of SSDCs;
 - d. Engage stakeholders through SSDCs to prepare National Competence Standards to inform training and quality assurance;
 - e. All regulatory Agencies to establish internal and external QA frameworks;
 - f. All regulatory agencies to establish a joint peer review mechanism;
 - g. Accreditation and Registration of the NSDC, SSC and SSACs;
 - h. Develop and manage sustainable funding model for NSDC and SSDCs.

3.6 Pre-employment training and Employment Services

This policy seeks to enhance opportunities for training, learning new relevant skills and access to valuable work-based experience. It also seeks to promote mutual pre-employment programs in line with the EAC Agreement on Pre-Employment Training Programmes aimed at improvement of labour.

- i. Therefore, the policy shall seek to:
 - a. Strengthen occupation/career guidance and counselling in skills development programmes
 - b. Mainstream soft skills training in all skills development programmes
 - c. Strengthen pre-departure training
 - d. Strengthen workplace supervision to ensure decent work conditions for pre-employment programme
 - e. Promote liaison with key players in both private and public sector to enhance uptake of pre-employment programme
 - f. Provide incentives for private sector to increase uptake WBL Programs
 - g. Government with industry and other social partners will develop and implement appropriate mechanisms and incentives, including financial measures, to encourage and increase the take-up of formal apprenticeships in industry
 - h. Establish modalities of remunerating workers participating in pre-employment training

3.7 Lifelong and Workplace learning (LLWL)

Lifelong learning (LLL) is the learning that takes place in all contexts of life, from life-wide, life-deep and lifelong perspectives. LLL promotes the idea of holistic learning, in which human beings engage in learning from the time they are born to the time they die. It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability. The Government's overall policy goal is to ensure an inclusive and equitable quality education and promote lifelong learning for all in order to give every citizen the right to education and Training as enshrined in the constitution 2010 (Sessional Paper no. 1 of 2019). Lifelong learning is therefore seen as a way to bridge learning gaps and achieve socio-

economic development and a tool for promoting a knowledge-based society (Amutabi & Oketch, 2009; Baaitse, 2017; Swai, 2017).

The National Skills Development Policy Shall use the following strategies:

- i. Seek to support ongoing, voluntary and self-motivated pursuit of knowledge for workers.
- ii. Promote all forms of learning that take place in a real work environment. This includes; apprenticeship (formal/informal), internship, indentured learnerships, volunteer ship and on-the-job training.
- iii. Create close collaboration between social partners, enterprises, public authorities and TVET institutions;
- iv. Promote a positive lifelong learning culture in companies through a strong and consistent policy framework;
- v. Allow for the recognition of prior learning (RPL) through designated RPL centres to formally assess knowledge and skills gained;
- vi. Reinforce international labour standards, especially those which provide freedom of association, the right to collective bargaining and gender equality in the workplace;
- vii. The government will strengthen dialogue with social partners through the Skill Sector Committees to raise awareness of the value of quality skills development;
- viii. Support social dialogue on skills development at the enterprise, sectoral, national and regional levels, particularly through establishment of sector skill committees and including national and regional industry representatives on the SSC;

ix. Recognition of Prior Learning (RPL)

Recognition of Prior Learning also known as Prior Learning Assessment and Recognition (PLAR), is a process used to identify, assess and certify an RPL candidate's knowledge, skills and competencies acquired in non-formal or informal learning, such as work or life experiences, against prescribed standards or learning outcomes (RPL Policy Framework, 2020).

RPL is used internationally as a tool for lifelong learning, access to higher education, credit towards a qualification and recognition of Knowledge, Skill and Competency to enhance economic, environmental, social and personal development. RPL is emancipatory in that it provides opportunities for the marginalised, discouraged and disadvantaged individuals.

RPL is increasingly becoming popular world over due to its ability to offer alternative and flexible career pathways that supports the development of relevantly skilled workforce leading to increased employability, self-esteem and mobility.

In this regard, the KNQA has mapped RPL on the Kenya National Qualifications Framework as a mechanism of assessment of experiential learning acquired informally or non-formally by an individual to grant them access to further learning or for credit award to gain a qualification.

This National Skills Development Policy takes cognisance of the existing RPL ecosystem in Kenya. The Recognition of Prior Learning (RPL) Policy Framework, The RPL Implementation Guidelines and the RPL Roadmap are critical tools in the implementation of the National Skills Development policy.

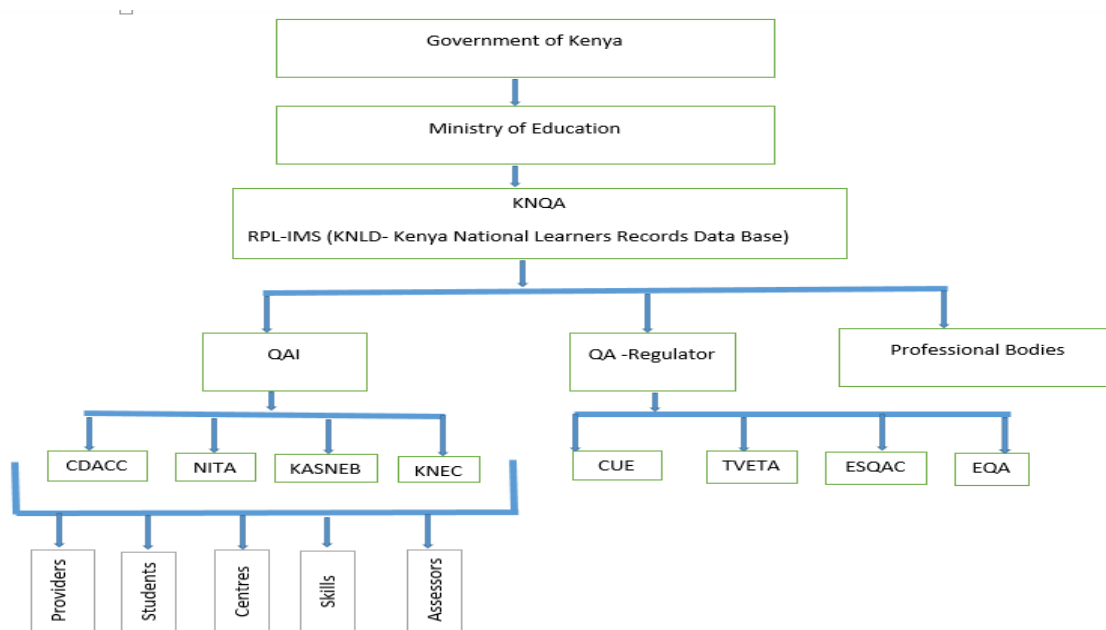


Figure 7: Recognition of Prior Learning (RPL) institutional Structure

x. Credit Accumulation and Transfer system (CATs)

Credit accumulation is a systematic way of totalling credits or units of academic measurement of educational value required to complete a qualification or part qualification. While Credit transfer is the vertical, horizontal or diagonal relocation of credits towards a qualification or part qualification in the same or different levels, programmes, departments or institutions. Both credit accumulation and credit transfer are combined to facilitate lifelong learning for improved employability, mobility and self-esteem.

The Kenya National Qualifications Framework provides a unique opportunity for building and implementing a robust and sector wide sustainable Credit Accumulation and Transfer system (CATS) for education and training. KNQA has developed a policy on Credit Accumulation and Transfer geared towards facilitating movement of students between and within various qualification levels. The CATs Policy seeks to rationalize and recognize prior learning acquired through all forms of learning and allow for accessibility, flexibility and transparency in progression from KNQF level 1 to 10. In this context, the Credit Accumulation and Transfer is seen as a key enabler of lifelong learning. The National Skills Development policy takes cognizance of this policy in the skills development in Kenya.

3.8 Human Resource Systems

The Human Recourse System is the backbone of any effective skills development system is a well-trained resource person including instructors and trainers, curriculum developers and assessors towards delivering both formal and informal skills.

- i. This policy will seek to address the following policy gaps.
 - a. Lack of a concerted effort between industry, government and professional bodies where applicable to create a mechanism to facilitate continuous structured career development for the human resource involved in Skills Development.
 - b. Lack of national competency standards for instructors and trainers as a basis selection and deployment.
 - c. Lack of instructors and trainers shall receive capacity in the delivery of competency-based training and assessment, including the recognition of prior learning.

- d. Inadequate mechanisms for inclusive teaching and learning methodologies to support increased participation of disadvantaged groups in skills training.
 - e. Inadequate use of technology supported learning for instructors and trainers.
 - f. Lack of a pool of Master Trainers drawn from the industry to be engaged in training, curriculum development and assessment in the skills development.
 - g. Lack of incentive mechanism to encourage private sector trainers to render their expertise in Skills Development & release staff from duty while undergoing the required training/technical upgrading to encourage development of a professional skill development workforce and rendering their services.
 - h. Unstructured pooling of resources by government, industry and stakeholders to facilitate the human resources for skills development.
 - i. Lack of guidelines on gender parity in skills development human resource and consideration of special needs groups in the delivery of Skills Development.
- ii. This policy seeks to develop a mechanism for concerted effort between industry, government and professional bodies where applicable to create a mechanism to facilitate continuous structured career development for the human resource involved in Skills Development by;
- a. Create a national competency standard for instructors and trainers are developed and used as the basis selection and deployment.
 - b. Establish training mechanisms for instructors and trainers in the delivery of competency-based training and assessment, including the recognition of prior learning.
 - c. Establish mechanisms for inclusive teaching and learning methodologies to support increased participation of disadvantaged groups in skills training Instructors and trainers are trained in use of technology supported learning.

- d. Establish a pool of Master Trainers drawn from the industry to be engaged in training, curriculum development and assessment in the skills development.
- e. Establish Incentives based mechanisms to encourage private sector trainers to render their expertise in Skills Development & release staff from duty while undergoing the required training/technical upgrading to encourage development of a professional skill development workforce and rendering their services.
- f. Establish mechanisms for pooling and mobilisation of resources by government, industry and stakeholders to facilitate this mechanism.
- g. Put in place guidelines on gender parity in skills development human resource and consideration of special needs groups in the delivery of Skills Development.

3.9 International Cooperation and Knowledge sharing

The onset of Globalization has brought in new occupational patterns jobs and job titles, job enlargement, job enrichment, and new flexible work arrangements are emerging. Employment demands are shifting towards higher specialised skill categories. It is imperative, that the Country invests its pool of highly skilled and competitive workforce to meet the national and global dynamics.

3.9.1 Skills and technology transfer

The slow pace in technological adoption is attributed to inadequate institutional capacity to support adoption and absorption of modern technology, high cost of technology, lack of information on existing technology and its potential in increasing productivity and competitiveness, and weak linkage and partnership between research institutions and industry. This limits the country's potential to create employment opportunities and hampers its competitiveness.

Labour productivity and competitiveness is dictated by close collaboration between government and social partners, private sector, development partners and other stakeholders will promote science, technology and innovation, strengthen intellectual property rights and patenting, and promote commercialisation of innovations.

- i. This policy establishes the following challenges facing technological changes and labour productivity:

- a. Lack of adequate institutional capacity to support adoption and absorption of modern technology,
 - b. High cost of technology,
 - c. Lack of information on existing technology and its potential in increasing productivity, and
 - d. Weak linkages between training institutions and industries.
- ii. The policy measures to address the above challenges include:
 - a. The government will provide adequate resources towards required to facilitate technology transfer through capacity building,
 - b. Collection and disseminate effective data on existing technologies especially for those that have high scalability,
 - c. Identify local and international high-tech organisations to enter into strategic partnership with the local ones for the purpose of technological sharing for mutual benefits,
 - d. Promote science, technology and innovation,
 - e. Strengthen intellectual property rights and patenting; and
 - f. Promote commercialisation of innovations.

CHAPTER 4

INSTITUTIONAL ARRANGEMENT

Kenya is in the process of establishing a sustainable institutional arrangement on delivery of a highly skilled workforce. The arrangement is a collaborative state- and stakeholder- driven approach through which the country's skills requirements will be realised.

The arrangement shall comprise:

4.1 Key Ministries/ Policy Makers

- i. Ministry of Education
- ii. Ministry of Labour and Social Protection
- iii. Ministry of Transport and Infrastructure
- iv. Ministry of Information, Communication and Technology
- v. Ministry of Agriculture, Livestock and Fisheries
- vi. Ministry of Industrialisation and Enterprise Development
- vii. Ministry of East Africa Affairs, Commerce, and Tourism
- viii. Ministry of Health

4.2 Enablers

- i. National Skills Development Council (NSDC)
- ii. Kenya National Qualifications Framework(KNQF)
- iii. Sector Skills Advisory Council (SSAC)
- iv. Sector Skills Advisory Committees (SSAC)
- v. Micro and Small Enterprises Authority (MSEA)
- vi. Labour Laws
- vii. Minimum Wages Act
- viii. Financial Institutions
- ix. Apprenticeships Act

4.3 Implementing Bodies

- i. Universities;
- ii. Qualifications Awarding Institutions (QAIs);
- iii. Registered Training Providers, Skills Providers;

- iv. Registered Training Institutions
- v. Assessment Companies
- vi. Employer Associations
- vii. Employers

4.4 Beneficiaries

- i. Marginalised societies
- ii. Employed, Unemployed youth, Low income Group
- iii. School & College Students

4.5 National Skills Development Organisational Structure in Kenya

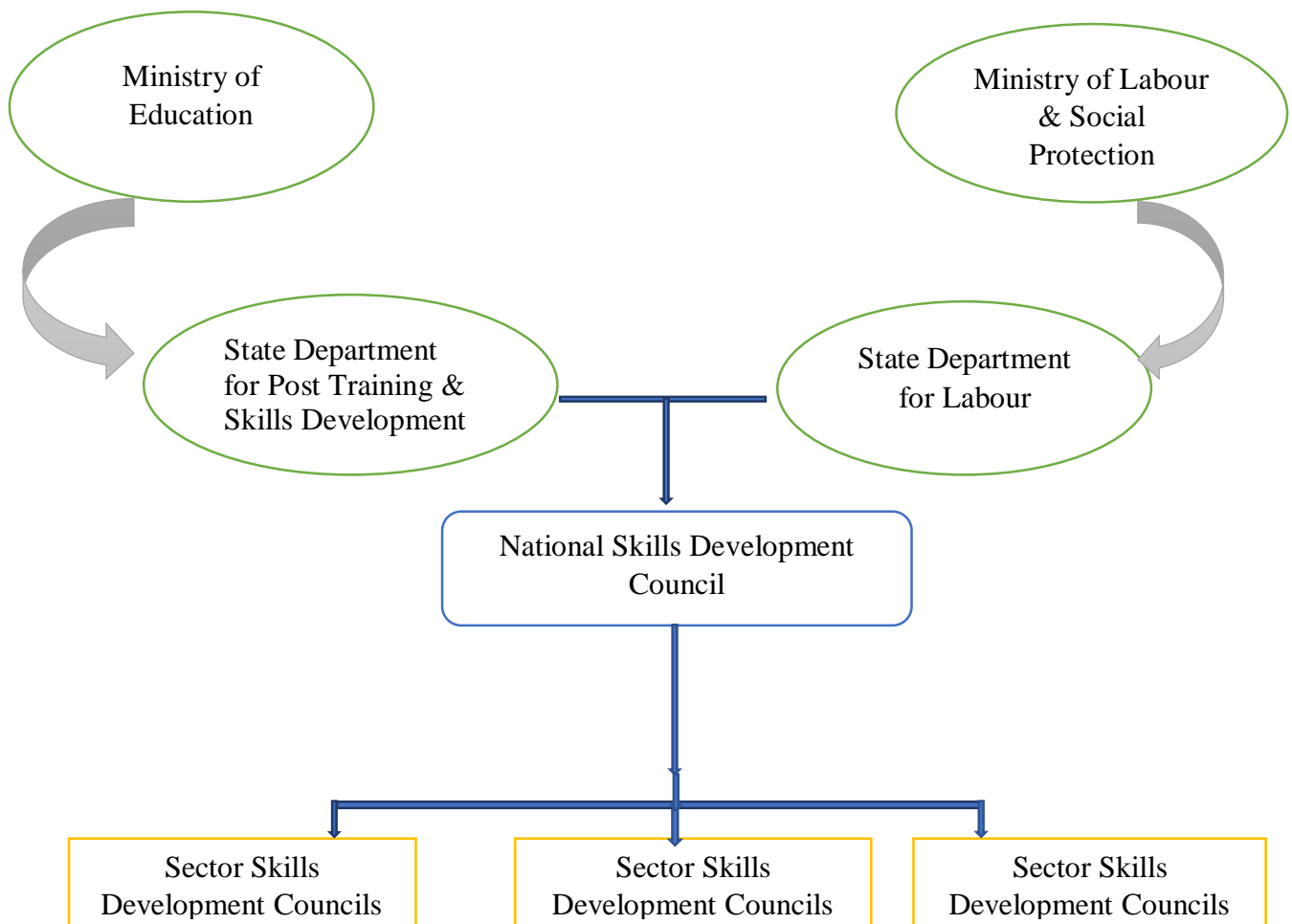


Figure 8: National Skills Development Organizational Structure in Kenya

CHAPTER 5

POLICY IMPLEMENTATION

5.1 Introduction

Skills development cuts across all sectors and levels of Government. This policy has been developed in order to have coordinated, harmonised and standardised skills development programmes in the country. It will be guided by the constitution of Kenya 2010, Sessional Paper No.1 of 2019 on 'Reforming Education and Training for sustainable Development in Kenya', the Kenya National Qualifications Framework Act. No. 22 of 2014, the Industrial Act 2012, TVET Act 2012, the Labour Institution Act 2007, the Employment Act 2007, among other relevant Acts and Government legislations.

5.2 Framework of implementation

The policy will assist to build the capacity of the human capital and thus improving the employability of individuals, increasing productivity and competitiveness of enterprises, reducing unemployment, poverty and exclusion, strengthening innovation and attracting investment in skills development. The National and County governments, the private sector and other training providers including social partners shall implement it. Further, the policy shall apply to all levels of training, formal and informal, intuition or workplace-based training. It will address key obstacles to skilling, including low inspirational value, lack of integration with formal education, lack of focus on outcomes, low quality of training infrastructure and trainers.

5.2.1 Roles and Responsibilities in Implementation

To operationalise and implement this policy, the Government shall constitute National, County, Sub-county and institutional coordination committees. In constituting these committees, the principles of inclusivity, regional balance and diversity shall apply. It will also consider industry and other key stakeholders in skills development. Presented below are the institutional framework and the respective functions:

5.2.2 Ministry of Education and Other Line Ministries

These will be charged with the responsibility of developing the overarching national policies for all other MDAs for the coordination, funding and clarification of roles and responsibilities for education and training in Kenya. The National Skills Development Policy is a strategic national policy that is designed to:

- i. Effectively strengthen Kenya's skills system to deliver better skills outcomes;
- ii. Tackling skills imbalances - skills shortages and skills mismatch;
- iii. Strengthening education and training for low-skilled adults, disadvantaged and discouraged individuals for social inclusivity;
- iv. Mapping and certifying skills, market research and designing curriculum, encouraging education in entrepreneurship, make policies for boosting soft skills and computer education to bridge the demand and supply gaps among the other goals;

5.2.3 National Skills Development Council (NSDC)

The Ministry of Education shall establish a National Skills Development Council (NSDC) in line with the National Skills Development Policy. The National Skills Development Council shall comprise representation from Government and private sector. The role of NSDC is to ensure that vocational education and training sector is a responsive, dynamic and a trusted sector that delivers an excellent standard of education and training. The Council is responsible for skills development and national training arrangements, with a focus on major policy reforms requiring Government-industry collaboration. The NSDC will be in charge of coordinating the constitution and activities of the Sector Skills Advisory Council (SSC) and defining and setting standards and ToRs of the SSC.

5.2.4 Kenya National Qualifications Authority

The Kenya National Qualifications Authority (KNQA) is the regulatory body responsible for coordinating all Actors involved in development of national occupational standards in Kenya. The KNQA shall:

- i. Identify all occupations, sectors and subsectors and define the process of setting occupational standards;
- ii. Develop national policy on NOS in consultation with other stakeholders.
- iii. Develop NOS guidelines;
- iv. Adhere to the principles and responsibilities as outlined in this

Policy;

- v. In collaboration with the regulators, establish and manage a monitoring and mediation process to advice and alert institutions regarding potential and actual transgressions relating to NOS policies and guidelines;
- vi.** Oversee research to improve development of NOS in collaboration with the key stakeholders.

5.2.5 Sector Skills Development Council(SSDCs)

Are smaller components of the larger national skills systems with direct involvement in Kenya's skills ecosystem including establishing need, using labour market intelligence, and developing skills standards, through to employer engagement and designing and delivering solutions. The SSC shall comprise persons who are considered to be knowledgeable/experts, experienced in the particular industry or occupational sector. Membership to this council will be defined and coordinated by the NSDC. SSC also exercise oversight function in carrying out the following:

- i. Design and development of VET policy frameworks and systems;
- ii. Establishment and governance of Sector Skills Development Council and National Skills Academies;
- iii. Labour Market Intelligence and Workforce Planning;
- iv. Development and application of National Occupational Standards;
- v. Qualification frameworks and qualification structures;
- vi. Regulation of standards and qualifications, and regulation of provision;
- vii. Workplace and classroom-based provision of training;
- viii. Assessment and verification of value and processes;
- ix. Employer engagement, support for learners, trainers and employers;
- x. Promote employers' investment in vocational training;

The SSC shall coordinate establishment of sector skills committees made up of subject experts to constitute a sector skill committee.

The following ten (10) key sectors are identified based on the Vision 2030 strategy.

- i. Infrastructure;
- ii. Science, Technology and Innovation;
- iii. Public Sector Reforms;
- iv. Tourism;
- v. Agriculture;
- vi. Trade;
- vii. Manufacturing;
- viii. BPO (Business Process Outsourcing) & ICT (Information Communication & Technology);

- ix. Financial Services;
- x. Education & Training.

The following information is required for approval of qualifications by SSDCs:

Qualifications have to be approved by SSDCs in order to qualify for public funding. In order to approve a qualification, the relevant SSC has to be confident that it is needed in its sector. QAIs have to provide SSDCs with the following information on which to base their decision;

- i. Anticipated demand for the proposed qualification;
- ii. How the proposed qualification meets the Sector Qualification Strategy and its associated Action Plan;
- iii. The approximate number of units that will make up the proposed qualification;
- iv. The suggested title, formatted according to the Qualifications and Credit;
- v. Framework, and outlining the level;
- vi. Assessment details;
- vii. Progression routes and opportunities;

5.2.6 Sector Skills Committees

- (i) These shall be responsible for defining occupational standards of specific field areas within a sector;
- (ii) Reviewing of occupational standards within that field;
- (iii) The committees shall comprise subject experts in various specific areas of a sector;
- (iv) Providing research-based advice to the NSDC on relevance and need for OS;

5.2.7 Qualification Awarding Institutions

In consultation with the Sector Skills Development Council and the regulatory bodies, qualification awarding bodies shall develop a curriculum that is aligned to the standards stipulated in the national occupational standards. They shall be responsible for development of training curriculum which is aligned to the national occupational standards clearly defining the assessment and certification process of qualifications.

5.2.8 Public Training Institutions

They shall provide leadership for implementing the training curriculum so as to realise the expected outcomes.

5.2.9 Private Training Service Providers

The private sector has been taking various initiatives on its own and in collaboration with the government and international entities, to upgrade in-house training facilities and also to provide training to potential employees to make them job-ready.

Many large corporations like Toyota Kenya, Cooper Motors Corporation, General Motors, Safaricom, Kenya Railways, Kenya Ports Authority (KPA) have established training facilities that offer world-class training programmes.

5.2.10 Regulatory bodies

Shall provide leadership for designing of assessments and training standards, assure and ensure quality of the curriculum and the training e.g. by accrediting the curriculum and providing standards for its implementation.

5.2.11 Employers/industry/private sector

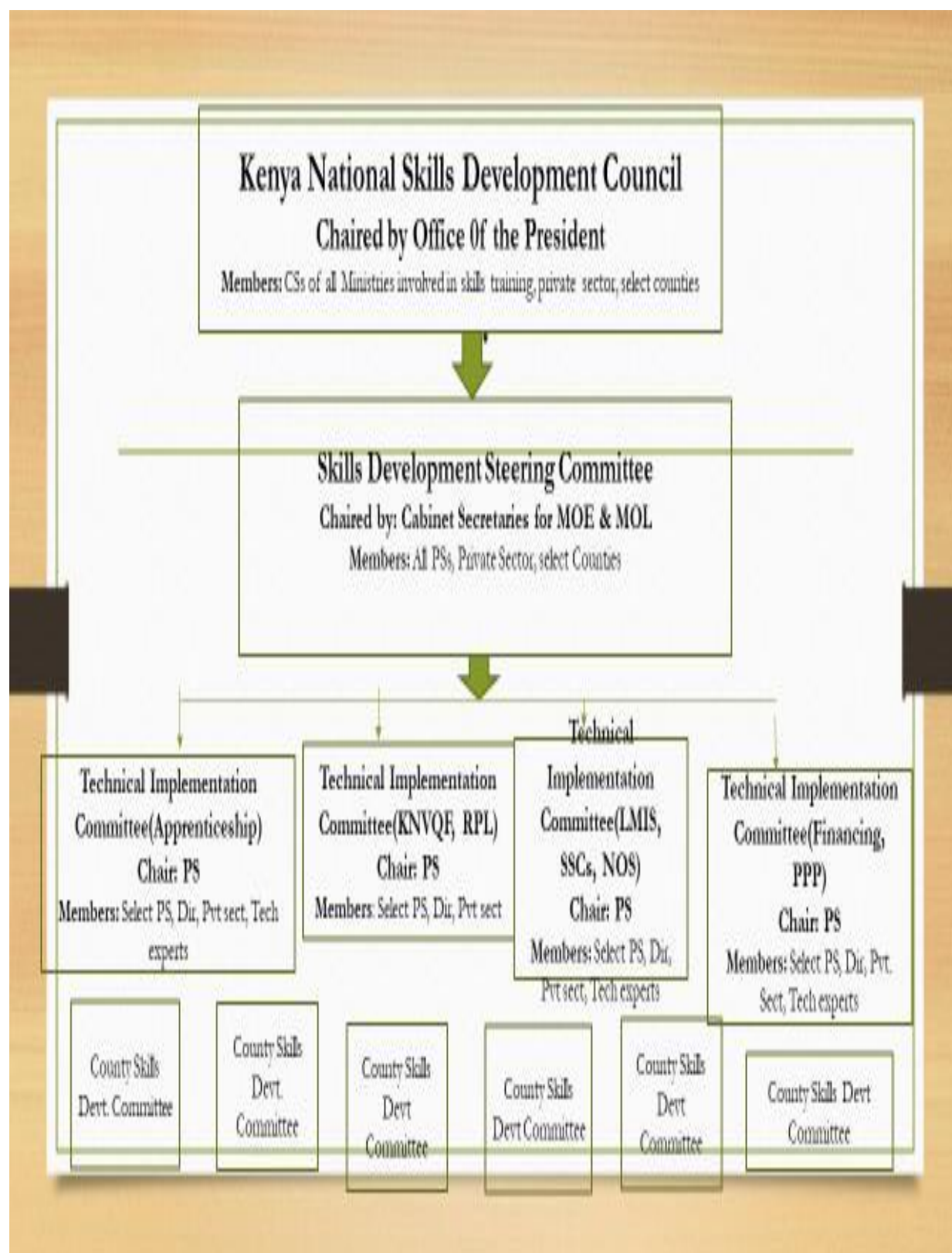
Employer participation is critical to ensure that the process is demand and output driven. Employer participation may be difficult to maintain, particularly in countries where the informal and small business sector dominates. Multiple sources of labour market information should be used to help define priorities for standards development. Medium-term qualitative employer surveys can provide economic and employment information in countries where other sources of data are not available. The employers and industry therefore shall provide timely information on occupational standards and identification of skill gaps/ gaps in NOS.

5.2.12 Industrial Training Institutes

The Industrial Training Institutions (ITIs) are aligned with respective Ministries and focus on specialized and high-end skill sets and trainers courses. These include:

Kenya Industrial Training Institute (KITI), Railways Training Institute (RTI), Bandari College, Utalii College, Kenya Medical Training College (KMTC) among others.

5.3 Institutional Implementation framework and functions





5.4 Monitoring and Evaluation Reporting

Monitoring and Evaluation (M&E) ensures control and provides information needed for decision-making. Monitoring involves a continuous tracking of the progress made on skilling while evaluation deals with gathering data and information to establish the value of a skilling programme and the return on investment in HRD activities.

Skills development shall require an effective and efficient monitoring and evaluation system. The council shall ensure that there is mechanism in place to undertake periodic M&E and reporting. Organisations involved in skills development shall measure the results against pre-determined objectives, fast track the implementation and compliance with policies, strategies, standards, rules and regulations.

5.5 Policy Review

This policy will be reviewed from time to time to ensure that it remains relevant and is in tandem with the existing policies and regulations. The review will also ensure it remains relevant in the ever changing labour market dynamics. The review will be informed by studies and M & E reports.

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ANNEX I

7.0 NATIONAL SKILLS DEVELOPMENT POLICY IMPLEMENTATION FRAMEWORK Strategic Objective: To empower individual, by enabling them realise their full potential through a process of lifelong learning where competencies are accumulated and Certified; Goal: To create a skill ecosystem for empowering the youth through skilling for sustainable socio-economic development.		
Strategy	Activity	Output
Create awareness about NSDP	Appoint a National Skills Development Steering Committee.	National Skills Development Steering Committee appointed
	Establish a National Skills Development Council	a National Skills Development Council Established.
	Develop an action plan for continuous education and training	Action plan for continuous education and training established
	Establish understanding and Commitment of government MDAs to implement NSDP in Kenya;	Government MDAs commitment to implement NSDP
	Carry out sensitization campaigns to Government MDAs, Industry, Qualification Awarding Institutions (QAIs), Skill Development providers, Community and learners	Government MDAs, Training Institutions and all Stakeholders sensitized
	Organize roundtable meetings of NSDP champions from the different sectors.	NSDP Champions round table meetings organized
	Organize annual NSDP conferences and consultations with existing and potentials stakeholders.	NSDP annual conference organized

	Build a comprehensive career guidance system	A comprehensive career guidance system Bult.
	Strengthen incentives for people to move into shortage occupation	incentives for people to move into shortage occupation Strengthened
Integrate/ Link NSD policy in Legal &Regulatory frameworks for education and training in Kenya.	Mainstream NSD Implementation in PC in MDAs	NSD Implementation mainstreamed in PCs
	Establish NSDC Academies across the Country	NSDC Academies established in Counties
	Develop a National Occupations Standards Policy (NOS)	NOS Policy developed
	Integrate NSD in service portfolio; competency assessment, job access skills, career planning and access to skills training	NSD integrated in service portfolio
Ensure active participation of all stakeholders.	Establish Linkages and collaboration with all stakeholders	Linkages and collaboration with stakeholders established
Create effective NSD institutional frameworks	Create NSD Frameworks at National to institutional level	NSD Institutional Frameworks created
Build capacity of NSD professionals.	Set up National Skills Development Council with representation of major external partners	National Skills Development Council created
	Establish Sector Skills Development Council(SSC) and Sector Skills Advisory Committees (SSACs)	Sector Skills Development Council(SSC) and Sector Skills Advisory Committees (SSACs) established

	Facilitate partnerships and collaborative activities between Academia and Private sector	Partnerships and collaborative activities facilitated.
	Train members of the SSDCs AND the SSACs	members of the SSDCs AND the SSACs Trained.
Match occupational standards with qualification standards.	Align Occupational standards to qualification standards	Occupational standards aligned to qualification standards
	Strengthen the link between skills development and economic growth	Link between skills development and economic growth strengthened
Promoting cost-sharing and a sustainable funding.	Establish a cost sharing and sustainable funding model for the NSD	cost sharing and sustainable funding model developed
Establish Quality Assurance and Evaluation system.	Document standards and quality assurance mechanisms in other jurisdictions;	standards and quality assurance mechanisms in other jurisdictions documented
	Define program goals, objectives, activities, desired outputs and outcomes;	RPL program goals, objectives, activities, desired outputs and outcomes defined
	Establish benchmark and M&E protocols to support evaluation and program development.	Benchmarks and M&E protocols to support evaluation and program development developed.



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