

**International Labor Organization (ILO) Better Utilization of Skills  
for Youth through Quality Apprenticeship (BUSY Project)**

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**FINAL REPORT**

**Identifying Gaps in Relevant Laws and Policies Supporting Quality  
Workplace Based Training Programs in Kenya**

**KEN/16/04/USA**

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We are very grateful for contributions and cooperation from the private sector including: Federation of Kenyan Employers (FKE); Central Organization of Trade Unions - Kenya (COTU - K); and Kenya Private Sector Alliance (KEPSA).

Finally, many stakeholders contributed to this review including but not limited to: Formal Associations under Apprenticeship; Jua Kali Associations; and their affiliate umbrella organizations and members. This review is especially dedicated to their efforts and hard work in putting skills to production of goods and services for economic transformation.

This review was completed as part of the ILO project that seeks to promote the capacity of Kenyan government, employers' and workers' organizations, and civil society organizations to establish and expand workplace-based training programs with a focus on vulnerable and marginalized youth in Kenya. It thus relates to identifying gaps in relevant laws and policies supporting quality workplace based training programs in Kenya.

Our failure to mention all the stakeholders by name does not in any way mean their contribution is not appreciated: to you all, we say thank you.

## List of Abbreviations

AVET	Agriculture Technical Vocational Education and Training
BUSY	Better Utilization of Skills for Youth through Quality Apprenticeships Project
CDACC	Curriculum Development Assessment and Certification Council
CIDP	County Integrated Development Plans
COTU – K	Central Organization of Trade Unions - Kenya
C-YES	Constituency Youth Enterprise Scheme
FKE	Federation of Kenyan Employers
GoK	Government of Kenya
HE	Higher Education
ILO	International Labor Organization
KEPSA	Kenya Private Sector Alliance
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Industrial Estate
KII	Key Informant Interviews
KNEA	Kenya National Employment Authority
KNQA	Kenya National Qualification Authority
MSEA	Micro and Small Enterprise Authority
MSMEs	Micro Small and Medium Enterprises
NCA	National Construction Authority
NITA	National Industrial Training Authority
NSDP	National Skills Development Policy
PPP	Public Private Partnerships
TVET	Technical Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
WBT	Workplace Based Training

## Definition of Terms

**Apprentice:** Means a person who is bound by a written contract to serve an employer for such period as the Board shall determine with a view to acquiring knowledge, including theory and practice, of a trade in which the employer is reciprocally bound to instruct that person.

**Apprenticeship:** An education and training system that teaches trade knowledge and skills through theoretical and on the job training instruction.

**Formal Apprenticeship:** Formal training arrangement between an employer and an apprentice that allow for a combination of paid work and structured training with a registered training board with training contracts signed by both apprentice and employer. The apprentice is paid according to the gazetted salary/wage and must be 18 years of age. Training contracts can only be terminated or suspended with the approval of the accreditation board.

**Informal Apprenticeship:** Refers to an informal system of skills transfer from master craftsman to a young apprentice who acquires skills by way of observation, imitation and repetition while working with the master craftsman. Apprentice and master craftsman conclude a training agreement that is established by the trade association.

**Master craftsman:** Highly skilled workers who can work independently without guidance formally or informally trained. They are often the owner of the enterprise and are responsible for training of apprentices<sup>1</sup>

**Technical Vocational Education Training:** The acquisition of knowledge and skills for the world of work.

**Technical Vocational Skills Development:** Refers to the acquisition of knowledge, practical competences, knowledge and attitudes necessary to perform a certain trade or occupation in the labour market.

**Quality Apprenticeships:** Refers to a unique form of technical vocational education and training, combining on-the-job training and off-the-job learning, which enable learners from all walks of life to acquire the knowledge, skills and competencies required to carry out a specific occupation.

**Workplace Based Learning:** This refers to all forms of learning that takes place in a real work environment. Apprenticeships (formal and informal), internships/traineeships and on-the-job training are the most common types of work-based learning.

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<sup>1</sup> Irmgard Nübler, Christine Hofmann, Clemens Greiner, 2009, Understanding informal apprenticeship – Findings from empirical research in Tanzania, ILO

## **EXECUTIVE SUMMARY**

The BUSY project is a pilot initiative that will allow the test of skills training and youth employment promotion scheme for vulnerable and marginalized youth ages 16 to 24, and particularly young women and youth ages 16-17, whilst supporting the government and social partners to review relevant policies on Workplace Based Training to promote inclusion of quality apprenticeships for vulnerable and marginalized youth. The project will coordinate with and complement other efforts and programs being carried out by the Government of Kenya.

ILO therefore contracted a consultant to undertake an extensive review of the existing literature on national policies, laws and regulations that address work based training programs for youth, including vulnerable and marginalized youth, in particular focus those affecting adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor. The consultant produced a report which was shared in a policy gaps dissemination stakeholder's workshop that was successfully held in August 2019 at the Kenya Institute of Curriculum Development (KICD).

The purpose of the study was therefore to identify weaknesses/gaps in current national policies, laws and regulations relating to workplace based training. The findings of the study will therefore inform relevant state departments on how to improve, update and /or implement policies or laws for promoting work-place based training programs for all youth. The study mainly used a desktop review of literature on national policies, laws and regulations that address workplace-based training programs for youth, including vulnerable and marginalized youth, in particular focus those affecting adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor. Because of the advent of devolved structures i.e. county governments, the study also highlighted on county based legislations, regulations and policies that were relevant to work-based training programs for youth. In order to identify the critical policy gap areas, a comprehensive review of literature was completed using the standard Policy Gap Analysis tool.

From the gap analysis of core policies, laws and strategies, it was found that two legislations and one policy were outstanding in terms of being able to effectively anchor quality work based learning systems for practical skills development. The laws and policy under this category were characterized by inclusion of the key building blocks for a successful quality apprenticeship. These included: Technical Vocational Education and Training (TVET) Policy (2014); The Kenya National Qualifications Framework Act (2018); and, The Micro and Small Enterprise Act (2012). From the gap analysis of complementing policies, laws and strategies, it was found that one legislation and one strategy were outstanding in terms of being able to effectively anchor quality work based learning systems for practical skills development. The law and policy under this category were characterized by inclusion of most of the key building blocks for a successful quality apprenticeship. These included: Micro and Small Enterprises Authority Strategic Plan (2013-2017) that had only one significant gap and The Micro and Small Enterprise Act (2012) that only had two significant gaps.

A key recommendation was that the national and county governments should work with relevant stakeholders to review the regulatory frameworks for two laws and one policy identified in the gaps analysis as being potential for anchoring quality workplace based training programs with

major focus on quality apprenticeships. These include: Technical Vocational Education and Training (TVET) Policy (2014); The Kenya National Qualifications Framework Act (2018); and the Micro and Small Enterprise Act (2012). It is suggested that a new policy formulation to specifically anchor as a “*National Skills Development Policy* or “*Apprenticeship Policy*” should be drafted in order to streamline the key building blocks for quality workplace based training systems under one umbrella policy. During the gaps analysis workshop, stakeholders made the same recommendation of need for formulation of a new policy that harmonizes activities of other supporting policies. Stakeholders at the workshop also noted that there was conflict and overlaps in different government agencies functions e.g. in TVETA, CDACC, KNQA, NITA and thus need for streamlining of the said policies and legislations to properly re-assign unique roles and responsibilities to different government agencies and institutions without duplication of functions.

In view of the proposal to have both the national and county governments formulate a national policy and county policies and plans respectively, all other stakeholders involved with the different levels of government should always seek representation in all discussion platforms and forums to ensure that their views are heard and get incorporated in new policies, legislations and strategies. This will resolve the challenge of key stakeholders in the informal sector not having adequate awareness of relevant policies, laws and regulations affecting their work environment as is currently the case with many informal organization formed by persons with low literacy levels. During the policy gaps stakeholders’ workshop, it was observed by stakeholders that there was general lack of inclusiveness in many government policies and laws in so far as youth and marginalized persons are concerned. Inherently it also came to light that even the responsible institutions and agencies that were meant to serve this category of the population was being currently managed by elderly or aged people who understand less of youth needs.

# 1. OVERVIEW

The Government of Kenya (GoK) plays an important role in formulating appropriate policies, funding and establishing technical and vocational education and skills development systems, and also in establishing viable partnerships with the private sector that promote training contracts with mandatory placements which improves job prospects of trainees. With the advent of devolution and establishment of 47 devolved county units in the country, there is need to align the national policies such as the one on Workplace Based Learning (WBT), and specifically apprenticeships so as to increase the share of trainees benefiting from formal apprenticeships. Suffice to say, policies that enable user choice in training for employers and trainees will help to increase competitiveness and effectiveness of training.

One key principle of the skills development policy as highlighted by the ILO is that equal opportunities for education and training must be provided to all, including those engaged in the informal economy. Therefore, skills development should not be seen, or provided, in isolation. It should be seen as a means to promoting decent work, improving productivity, generating employment growth, and promoting economic and social development.

An ILO review of country experiences (ILO, 2008) shows that countries that have succeeded in linking skills development to improved employability, productivity and employment growth have directed their skills development policies towards meeting three objectives: 1) matching demand and supply of skills; 2) maintaining the employability of workers and the sustainability of enterprises; and 3) sustaining a dynamic process of development.

In this regard, a national policy vividly presents directions for reform, puts in place appropriate institutional mechanisms, and modifies or introduces schemes to support the agreed priorities.

The BUSY project is a pilot initiative that will allow the test of skills training and youth employment promotion scheme for vulnerable and marginalized youth ages 16 to 24, and particularly young women and youth of ages ranging from 16-17, whilst supporting the government and social partners to review relevant policies on Workplace Based Training to promote inclusion of quality apprenticeships for vulnerable and marginalized youth. The project will coordinate with and complement other efforts and programs being carried out by the Government of Kenya.

It is recognized by key stakeholders that the current policies relating to formal technical and vocational training system in Kenya does not fully support Workplace Based Training (WBT) especially for vulnerable and marginalized youth who in turn are not absorbed in the labor market. This portents challenge in the unemployment problem in Kenya.

The purpose of the study was therefore to identify weaknesses/gaps in current national policies, laws and regulations relating to workplace-based training. The findings of the study will therefore inform relevant state departments on how to, improve, update and /or implement policies or laws for promoting work-place based training programs for all youth including vulnerable and marginalized youths, in particular, adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor.

## 2. METHODOLOGY

The study was carried out using two broad methods:

Firstly, the study mainly used a desktop review of national policies, laws and regulations that address workplace-based training programs for youth, including vulnerable and marginalized youth, in particular focus those affecting adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor. Because of the advent of devolved structures i.e. county governments, the study also highlighted on elements of County Integrated Development Plans (CIDPs) that were relevant to work-based training programs for the youth. In order to identify the critical policy gap areas, a comprehensive review of literature was undertaken using the Policy Gap Analysis tool.

Secondly, to capture primary data, key informant interviews were carried out with the relevant government agencies as well as non-state organizations involved in promoting workplace-based training programs. This was undertaken to target key informants with a view to identifying weaknesses/gaps in current national policies, laws and regulations relating to workplace-based training.

Systematically, Key Informant Interviews (KII) were carried out for the following category of organizations and institutions: government institutions; international organizations; national organizations; formal associations under apprenticeship; and, Jua Kali associations.

The scope of the assignment was limited to the national policies and laws relevant to promotion of work based training in Kenya.

A gaps analysis workshop was then organized and key stakeholders in the public sector, private sector and civil society were invited to discuss the findings of the study with a view to making recommendations on areas of improvement for the report. The views of stakeholders were taken up during this discussion forum that was held at the Kenya Institute of Curriculum Development (KICD) in Nairobi city.

The Gaps Analysis study was based on benchmarking the policies, legislations, regulations and plans against the six key building blocks of the ILO approach to successful Quality Apprenticeship systems which includes the following:

1. *Meaningful Social Dialogue*: Quality Apprenticeships should form a bridge between the world of education and the world of work, based on social dialogue involving the social partners – employers and their associations and trade unions, who are best placed to identify the training that is needed and the way that it should be provided. ILO is a tripartite organization.
2. *A Robust Regulatory Framework*: Quality Apprenticeships require a robust and stable regulatory framework, which establishes the overall conditions for designing and implementing systems and secures decent work for apprentices.
3. *Clear Roles and Responsibilities*: Quality Apprenticeships are built on the support and commitment of numerous stakeholders who have a clear understanding of their roles and

responsibilities. They also have a common purpose, which ensures the coherence of the entire system.

4. *Equitable Funding Arrangements*: Quality Apprenticeships generate both costs and benefits for the public authorities, employers and apprentices themselves. There must be a clear overall understanding that costs are shared equitably to ensure that all stakeholders are willing to participate on a long-term basis.
5. *Strong Labour Market Relevance*: Quality Apprenticeships prepare young people for occupations and their participation in the labour market. This implies that employers and apprentices must know which occupations and skills are in demand, and how these skills will be recognized.
6. *Inclusiveness*: Quality Apprenticeships are not just designed for one social group. If they are to offer opportunities for all, there is a need to take positive action to increase diversity, improve reporting and accountability, incorporate a level of flexibility and enhance advice and support.

## **2.1 Document review of policies, legislations and plans**

The following pieces of policies, legislations and strategies relevant to the study were comprehensively reviewed and summarized under three broad categories as indicated below:

### *2.1.1 Core Policies, Legislations and Strategies*

1. National Industrialization Policy 2012
2. National Employment Authority Act (2016)
3. Industrial Training Act 2017
4. The Technical And Vocational Education And Training Act, 2013
5. Technical Vocational Education And Training (TVET) Policy 2014
6. Kenya National Qualifications Framework Act 2018
7. Sector Plan For Labor And Employment 2013 – 2017
8. Micro and Small Enterprise Act 2012

### *2.1.2 Complementing Policies, Legislations and Strategies*

9. Ministry of Education: A Policy Framework For Education And Training 2012
10. Kenya Youth Agribusiness Strategy 2017 -2021
11. Kenya National Trade Policy 2016
12. Micro And Small Enterprises Authority Strategic Plan 2013-2017
13. Internship Policy and Guidelines for the Public Service, 2016

### *2.1.3 Selected County Integrated Development Plans (CIDPs)*

14. Kitui County Integrated Development Plan 2018-2022
15. Kilifi County Integrated Development Plan 2018-2022
16. Busia County Integrated Development Plan 2018 - 2022

## **Gap Analysis**

In order to identify the critical legal and policy gap areas that would support Quality Workplace Based Training Programs in Kenya, a comprehensive review of literature was completed using the Policy Gap Analysis tool. Broadly speaking, the tool covers a comprehensive review of various aspects of policies, legislations and strategic plans and strategies that would recommend establishment and expansion of workplace-based training programs with a focus on vulnerable and marginalized youth in Kenya. This gaps analysis study is then viewed against the ILO's quality apprenticeship model which acts as the benchmark.

A Policy Gap Analysis Matrix was thus formulated to present the desk review results under five broad categories as follows: Name of document reviewed; status of document/attributes to Workplace based training (WBT) with focus on quality apprenticeships; gaps identified; level of review; and policy effectiveness. This is presented and detailed in table 2.1:

**Table 2.1: Policy Gap Analysis Matrix: Laws, Policies and Plans Supporting Quality Workplace Based Training Programs in Kenya**

Name of Document Reviewed	Status of Document/Attributes to Quality Workplace Based Training/Quality Apprenticeship	Gaps Identified <sup>2</sup>	Level of Review	Policy/Legislation Effectiveness <sup>3</sup>
<b>AJ CORE POLICIES, LEGISLATIONS AND PLANS</b>				
<b>National Industrialization Policy 2012</b>	<ul style="list-style-type: none"> <li>- Chapter I of the policy mentions need for industrial human resource skills development strategies in general.</li> <li>- Chapter IV of the policy mentions MSME as key contributor to employment creation in Kenya though it's a sector with low skills development.</li> <li>- Chapter V of the policy recognizes need to have PPPs and stakeholder involvement and inclusivity in operationalization of the policy.</li> </ul>	<ul style="list-style-type: none"> <li>- Policy does not provide clear roles and responsibilities for public and private sector players on how to develop robust human resource skills for various sectors.</li> <li>- Though youth play key role in MSME sector, they suffer from inadequate training to run sector.</li> <li>- Policy falls short in addressing labour market where women and youth play role in provision of labour to key sectors of industry. This creates mismatch between training and availability of employment opportunities for youth and women.</li> <li>- Policy does not address particular specialized training needs of MSME sector players especially youth and women and is thus not inclusive in that respect. There is a gap in public private partnership (PPP)</li> </ul>	- National	<ul style="list-style-type: none"> <li>- Policy recognizes key role of youth in catalyzing transformation of MSMEs into large scale industrial units but needs to address how the youth can get incorporated in quality work based training for supply of labor to industry.</li> <li>- The policy needs to have clear arrangements for funding mechanisms that would channel resources to institutions like NITA and TVET so that youth, women and other vulnerable groups can tap in and benefit from quality workplace based training programs.</li> </ul>

<sup>2</sup> Gaps should focus on policy to address quality apprenticeship

<sup>3</sup> Put in perspective vulnerable and marginalized youth, in particular focus those affecting adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor

		<p>linkage in development of harmonized training programs that would benefit MSMEs.</p> <ul style="list-style-type: none"> <li>- Funding arrangements in the policy fall short of specifying how women and youth can benefit from quality apprenticeships to address labour demand in sectors. Training levies collected should be channeled to specific training programs that benefit youth and women.</li> </ul>		
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• The act recognizes a gap – Kenya has inadequate skilled industrial manpower despite high literacy level of 85%. It also acknowledges fragmented industrial policy framework; some with overlapping mandates</li> <li>• The act recognizes a policy framework with human skills development and recommends an illustrated institutional framework and a National Industrial development commission to guide industrialization efforts.</li> </ul>				
<p><b>Industrial Training Act 2017</b></p>	<ul style="list-style-type: none"> <li>- In Part 3A of the Act, under the functions of the National employment Authority, it provides for robust regulatory environment for developing quality training curricula and registration of trainers including assessments, certification and accreditation for institutions involved in skills training. This informs effective training and clear roles and responsibilities for the authority to exercise the law.</li> <li>- In Part 4J of the Act, it fairly addresses quality work based</li> </ul>	<ul style="list-style-type: none"> <li>- Although the Act provides for a robust regulatory framework for industrial training, quality apprenticeships and clear roles and responsibilities for players, it does not address quality WBT needs for persons in informal sector like MSMEs where a majority of informal apprenticeships occur unregulated. Similarly, the Act does not address WBT needs of marginalized youth including adolescents and child labor.</li> <li>- Funding arrangements in the Act are not clear as the Act only provides for charging of levies and fees by government from</li> </ul>	<ul style="list-style-type: none"> <li>- National</li> </ul>	<ul style="list-style-type: none"> <li>- The Act is not effective in so far as addressing training and employment issues related to vulnerable and marginalized youth especially in the informal sector. The informal apprenticeships that constitute the majority in Kenya should be linked with the formal apprenticeships and brought under same umbrella legislation for effective</li> </ul>

	<p>training both in public and private organizations/institutions.</p> <ul style="list-style-type: none"> <li>- In Part 5C and 7C of the Act, it guards against exploitation of trainees in formal work environment in both public and private sector by not allowing under age trainees.</li> <li>- Under Part 11 of the Act, it provides for clear responsibility for employers and apprenticeships. This is in relation to provision of contacts and registration of apprentices</li> </ul>	<p>trainers and training institutions. There is no clear arrangement for funding apprentices to support private sector in producing quality apprentices.</p> <ul style="list-style-type: none"> <li>- The Act is not fully all inclusive because it only recognizes government stakeholders and formal private sector players and their representations. The informal sector players and their institutions are not recognized on the National Industrial Training Board. Implication is that informal organizations offering informal apprenticeships don't get to be represented on the board which does not therefore address their issues and challenges.</li> </ul>		<p>regulation in the area of quality work based training</p> <ul style="list-style-type: none"> <li>- For the Act to be effective, the National Industrial Training Board should be all inclusive and have representatives from the Jua Kali sector and other crafts associations that offer informal apprenticeships</li> </ul>
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• The Act establishes the National Industrial Training Authority for skill development of youth through apprenticeships, indentured learning and attachments. Also has a certification provision through grade testing.</li> <li>• The Act has also categorized skills and established skill committees and envisages a national skills council</li> </ul>				
<p><b>National Employment Authority Act (2016)</b></p>	<ul style="list-style-type: none"> <li>- Part I of the Act is clear and robust on employment of the youth in public and private sectors. It recognizes the employment crisis in the youth segment of the population who are cornerstone for industrial development.</li> </ul>	<ul style="list-style-type: none"> <li>- The Act is not fully inclusive in terms of representations to the board of the authority. Most of the board members are from public institutions and a few from private formal organizations.</li> <li>- The Act does not provide any clear funding arrangements especially for internship</li> </ul>	<ul style="list-style-type: none"> <li>- National</li> <li>- County</li> </ul>	<ul style="list-style-type: none"> <li>- For effectiveness in its operationalization, the Act should expand the membership of the authority's board to include representatives from informal sector players who are key</li> </ul>

	<ul style="list-style-type: none"> <li>- In Part II section 7 of the Act, it provides for facilitation, continuous training and other activities of Kenyans to improve of their chances of employment and work skills. The Act has strong labor market relevance. Act recognizes that employment vacancies are found in both formal and informal sectors.</li> <li>- Under Part II section 10 of the act, some elements of inclusiveness are visible although the Board of the Authority is dominated by representatives from public institutions and formal private sector organizations. Only two youth, a man and a woman are represented to the board of the authority.</li> <li>- Under Part IV, section 32 of the Act, the authority seeks to maintain good working relationships between itself and private sector players including informal and formal sectors through meaningful social dialogue.</li> <li>- Under Part VI section 36 of the act, the authority seeks to work with other work based training including internships as part of industrial attachment training</li> </ul>	<p>placements and attachments for workplace based training</p> <ul style="list-style-type: none"> <li>- The Act only provides for clear roles and responsibilities for government and formal employment organizations. However roles of other key players in the informal sector are grossly neglected.</li> <li>- The Act does not have strong labor market relevance because it does not properly define how to deal with informal workplace based training who constitute the larger proportion of apprentices in Kenya. The informal sector provides the largest proportion of employment in the labour market today and is key in economic growth perspectives</li> </ul>	<p>drivers to employment in Kenya today.</p> <ul style="list-style-type: none"> <li>- The authority should have clear funding sources to facility work based training programs whereby trainees in public sector institutions are remunerated accordingly. Private sector should also be compelled to pay all trainees attached to their organizations.</li> <li>- The Act should provide a link between informal and formal labour market demands by developing protocols for engaging apprentices in the formal and informal sectors for collective and inclusive workplace based training activities in the public and private sectors. The Act should make a provision on improving productivity and profitability of enterprises so to absorb more youth on WBT programs</li> </ul>
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**Summary:**

- The Act is entirely on internships for youth who have undergone college education. However the needs for Vulnerable / marginalized youth who acquired skills through apprenticeships are not addressed

**The Technical And Vocational Education And Training Act, 2013**

- Under Part II of the Act, registration of technical training institutions only recognizes formal institutions that are registered and incorporated under the law. The institutions must possess a five year strategic plan and a formal curricula
- The Act only further recognizes formal industrial attachment/training for persons who have undergone theoretical training in recognized training institutions.

- The Act is not inclusive and only formal based technical training is recognized under the Act. The Act does not make provisions for a regulatory framework for youth trained in informal organizations.
- Under the TVET Act secondary school leavers have benefit of technical and vocational training and this leaves out primary school leavers and those who haven't had formal education

- National

- The Act should create a linkage between TVETs and informal training organizations by establishing a protocol that enables informal training organizations to transition their trainees to TVET institutions for certifications
- The Act does not clearly address the labour market demands but only seeks to train and release graduates with technical skills to the market without assessing the demand and relevance of content for private sector utilization. This can be abridged by linking TVET training to industrial skills requirements through crafting of courses that are market driven and that have a quality work based training program.

**Summary:**

- As much as the Act mainly addresses formal technical training, function 7 (i) states TVETA should establish a training system which meets the needs of both formal and informal sectors
- The Act recommends integration of attachments and internships; apprenticeships are left out. However, it recognizes certification of skills and competencies acquired on job and issuing of corresponding certificates
- The Act also establishes CDACC. However, some of its functions appear to overlap with TVETA functions as far as recognition/certification of competence is concerned

<p><b>Technical Education Training Policy 2014</b></p> <p><b>Vocational And (TVET)</b></p>	<ul style="list-style-type: none"> <li>- In Chapter I, In Part I of the Policy, it provides for a harmonized and coordinated approach to post school training and development of skilled manpower through meaningful social dialogue between stakeholders.</li> <li>- In Chapter II, the Policy provides for strengthened partnerships between industry and TVET institutions to ensure relevance and quality of training through inclusiveness in decision making on what needs are relevant for training.</li> <li>- In Chapter III, the Policy recognizes the vulnerable youth, vulnerable groups (women) and persons with special needs that need to be trained to match training of skills with the actual demands of industry</li> </ul>	<ul style="list-style-type: none"> <li>- There is no deliberate link between the current TVET curriculum and Kenya’s Vision 2030 needs as most programs were developed before the conception of the Vision. This renders most programs not market oriented and tailored for current needs.</li> <li>- Co-ordination mechanisms and linkages between and among TVET institutions under the different ministries are weak as decision making in TVET is highly centralized at their respective ministry headquarters at the expense of the crucial grass-root level boards and associations of affiliated institutions where actual education and training services are delivered, monitored and evaluated. The policy thus fails to adequately include stakeholders for effective decision making</li> <li>- The TVET policy concentrates on formal based training and therefore does not seem to recognize informal based training activities and thus not inclusive and realistic</li> </ul>	<ul style="list-style-type: none"> <li>- National</li> <li>- County</li> </ul>	<ul style="list-style-type: none"> <li>- The policy does not effectively link training to labour market demand. Need for a harmonized approach between TVET courses and medium and long term country development needs guided by sectoral skills needs.</li> <li>- The policy should incorporate grass roots stakeholders’ views in its operationalization. The centralized nature of TVET at respective ministry headquarters eliminates the desire for social dialogue and inclusivity of other stakeholders</li> </ul>
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	<ul style="list-style-type: none"> <li>- TVET is premised on the principle; “education and training for the workplace”.</li> <li>- Policy recognizes apprenticeship system to allow TVET graduates to work and study. This theme has strong relevance to labour market demand.</li> </ul>	<p>with current labour market demands. The policy should provide framework for harmonizing informal training with the formal one and the point of convergence would be accreditation of informal training qualifications that have been standardized by the NITA through joint PPP with relevant stakeholders involved in offering informal training.</p>		
<p><b>Kenya National Qualifications Framework Act 2018</b></p>	<ul style="list-style-type: none"> <li>- Under Part I section 5 of the Act the regulatory framework only makes provision for award of training qualifications if it is accredited.</li> <li>- In Part II, the Act recognizes framework for accreditation in technical and Vocational Training institutions but does not make any specific mention about accreditation in informal organizations. They are not inclusive</li> </ul>	<ul style="list-style-type: none"> <li>- The Act only specifies qualifications for institutions recognized as formal training institutions in various categories. It is not fully inclusive. There is no accreditation system established to assess and grade informal training organizations (no regulatory framework beyond formal training institutions).</li> </ul>	<ul style="list-style-type: none"> <li>- National</li> <li>- County</li> </ul>	<ul style="list-style-type: none"> <li>- The Act should provide for a robust link between formal and informal training institutions by developing special protocols that will act as transitory routes for informal institutions to become accredited under the formal training conditions/requirements</li> </ul>
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• The Act informs creation of KNQF regulations by MoE in 2018.</li> <li>• 4(1) States any person or institution intending to award national qualifications shall apply to the authority for accreditation to award qualifications. This role appears to overlap/duplicate with TVETA</li> <li>• However, the Act provides for a progression pathway that equates skills development vis a vis academic progression. It recognizes the grade testing by industrial training Act and introduces the MCP qualification from MCP III to Professional MCP which is equivalent to a doctorate degree</li> </ul>				

<p><b>Sector Plan For Labor And Employment 2013 – 2017</b></p>	<ul style="list-style-type: none"> <li>-National Policy for Youth Polytechnics and the Vocational Training, National Occupational Safety and Health Policy, Wages and Remuneration policy, National Policy on child labour, and the Social Protection Policy are very key policies that have been mentioned that will support marginalized young men and women who acquire skills on-the-job.</li> <li>- Chapter IV of the Sector Plan recognizes role of informal sector in development and need to support SMEs growth through capacity building of stakeholders. This has a connotation on inclusiveness in decision making at all levels.</li> <li>- In Chapter II, the plan acknowledges that in order to enhance social dialogue among social partners, labour market institutions were established and made operational in Kenya.</li> <li>- In Chapter III of the plan, it is recognized that currently there is no National Qualification Framework (NQF) for accreditation and equating of</li> </ul>	<ul style="list-style-type: none"> <li>- The policies mentioned in the sector plan still remain largely unimplemented and will require harmonized approach including private sector led by employer associations and the government up to the devolved levels to formulate a framework that can be systematically put into practice to produce desired results in so far as benefiting the youth, women and vulnerable groups.</li> <li>- The sector plan lacks a strong labour market relevance because it is general in perspective and only discusses aspects of formal training and its relationship with employment placements in the formal sector</li> <li>- The sector plan does not provide a clear framework of roles and responsibilities for sector players in employment and how public and private institutions and organizations should relate to each other.</li> <li>- Although the plan advocates for technical training, including apprenticeships and other work based programs, it falls short of rationalizing the financial arrangements especially to settle contracts for trainees who are acquiring skills in the work environment. The plan leaves out this responsibility to be sorted out by individual organizations</li> </ul>	<ul style="list-style-type: none"> <li>- National</li> <li>- County</li> </ul>	<ul style="list-style-type: none"> <li>- The sector plan can be effective if it advocates for linkage between employment providers and training institutions to establish labour market demand by potential employers.</li> <li>- The sector plan should be clear about roles of government and roles of private sector in provision of conducive environment for an effective demand driven employment market.</li> <li>- For effectiveness of the plan, clear financial arrangements should be made that would support work based training programs.</li> </ul>
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	<p>certificates and the country does not also have a formalized Occupational Qualifications Framework and certification system for all levels of industrial training.</p> <p>- In Chapter IV still, the sector plan broadly puts into perspective training and employment issues for the vulnerable and marginalized groups including employment for minors and child labor. It recommends a regulatory framework to protect certain groups from exploitation.</p>			
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• The sector plan is supportive of skills development through NITA which is an authority under ministry of labour.</li> <li>• It also supports KNQF operationalization</li> <li>• Under Skills Development the plan provides for ‘NITA in collaboration with the training providers, and training institutions will provide targeted industrial training to build a critical mass of required skills and expertise in all sectors of the country’s economy’</li> <li>• It also advocates for curricula for skills development... ‘The Government, together with training providers, the private sector and other stakeholders will also develop appropriate curricula to ensure standardization and quality of such training’</li> </ul>				
	<p>- Part III of the Act provides for a robust regulatory framework through creation of Micro and Small Enterprises Authority for the promotion, development and regulation of micro and small enterprises which are key for</p>	<p>- Although the Act provides for clear roles and responsibilities, it does not clearly define how the SMEs authority will directly support certified training activities for stakeholders including how work based</p>	<p>- National - County</p>	<p>- The Act provides for effective management of the SMEs sector through a robust regulatory framework that brings into control the once</p>

<p><b>Micro and Small Enterprise Act 2012</b></p>	<p>most of the informal employment opportunities in Kenya today.</p> <ul style="list-style-type: none"> <li>- Part III of the Act provides for clear roles and responsibilities including among others promotion of capacity building of players in the micro and small enterprise sector. The Act recognizes mainstreaming of youth, gender and persons with disabilities in all micro and small enterprises activities including capacity building.</li> <li>- In Part III section 30 of the act, inclusiveness in the Micro And Small Enterprise Authority is well articulated where by apart from government representatives, we have representation from other bodies including national umbrella associations; women associations; youth associations; and associations of persons with disabilities</li> <li>- Under Part IV section 48 of the Act, the authority seeks to enhance capacity building by developing and administering certified demand-driven capacity</li> </ul>	<p>training will be handled in the sector. This provides opportunity for interventions.</p> <ul style="list-style-type: none"> <li>- Act does not clearly state whether the capacity building programs that will be conducted within the sector will be considered formal or informal but goes ahead to abrogate the responsibility of training to certified institutions. Nevertheless, work based training is not mentioned as part of the certified capacity building entrepreneurship programs</li> <li>- The Act merely mentions that it will provide demand driven labour market courses but falls short of how this will be directly achieved</li> </ul>	<p>unregulated and key sector of economic growth.</p> <ul style="list-style-type: none"> <li>- The Act is fairly inclusive and incorporates all relevant stakeholders in managing affairs within the sector while clearly defining roles and responsibilities of the SMEs authority. However, the work based training programs are clearly lacking including other apprenticeships. Therefore, the Act is not effective in defining how quality work based training will be directly handled, though it sees t have been abrogated to other institutions responsible for designing certified training programs</li> <li>- The Act is effective in designing an equitable development fund that would support among other things, education and training of players within the sector</li> </ul>
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	<p>building and entrepreneurship programs that support work based training activities;</p> <p>- Part V section 51 of the Act provides for establishment of a micro and small enterprise development fund which would among other things finance the capacity building programs within the sector. Funds would be raised from various legitimate sources</p>			
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>Though the act does not explicitly address skills development it is supportive of enterprises derived from skills by provisions for business development services and financing mechanisms</li> </ul>				
<p><b>B] COMPLEMENTING POLICIES, LEGISLATIONS AND PLANS</b></p>				
<p><b>Ministry of Education: A Policy Framework For Education and Training 2012</b></p>	<p>- In Chapter I of the Policy, it clearly robust on promotion of practical training, through TVET, especially to disadvantaged groups including learners with disabilities and marginalized and rural populations</p> <p>- In Chapter III of the Policy, it promoted production of labour market driven skilled operators to service construction, maintenance and operation of equipment and infrastructure as well as maintenance of systems,</p>	<p>- The focus of the policy is mainly to deliver practical technical training through TVET but lacks the essential elements or building blocks for delivering quality apprenticeship</p>	<p>- National</p> <p>- County</p>	<p>- Through TVET, the policy is only effective in promoting other forms of workplace based training like industrial attachment for skills development and relies mainly on formal education structures that have no direct elements of apprenticeship</p>

	<p>machines and equipment in industry.</p> <ul style="list-style-type: none"> <li>- Chapter III of the Policy provides for formal training of adequate and appropriate skilled Artisans, Craftsmen, Technicians and Technologists at all levels of the economy through practical training and work experience.</li> <li>- Chapter III of the Training of quantity and quality human resources to support sector growth, and providing for equal opportunity for participation in economic development</li> </ul>			
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• Though the framework was essentially designed to address formal education, it recognized the need for developing knowledge, skills and competencies as well as lifelong learning dispositions of citizens to meet the human capital needs of the country</li> </ul>				
<p><b>Kenya Agribusiness 2017 -2021</b></p> <p><b>Youth Strategy</b></p>	<ul style="list-style-type: none"> <li>- In Chapter III of the strategy, it seeks to engage stakeholders through social dialogue to re-position the youth in agriculture as a business and recognizes broadly the capacity building of youth under technical and vocational training and farming including Agriculture Technical Vocational Education and Training Program (AVET) which aims at integrate agriculture</li> </ul>	<ul style="list-style-type: none"> <li>- The strategy is not hinged to any particular regulatory framework that would seek to legislate youth involvement in agribusiness through work based training programs</li> <li>- The strategy does not highlight clear roles and responsibilities between the ministry of agriculture and training institutions that are key in equipping the youth with necessary skills in agribusiness</li> <li>- The strategy lacks labour market relevance in terms of not being able to propose more</li> </ul>	<ul style="list-style-type: none"> <li>- National</li> <li>- County</li> </ul>	<ul style="list-style-type: none"> <li>- Effectiveness of the strategy can be realized if the ministry of agriculture links its agribusiness training strategy for the youth to other policies and legislations that already offer both formal and informal work based training programs for application in the labour market or the agribusiness world of work</li> </ul>

	<p>education and training in vocational and tertiary intuitions.</p> <ul style="list-style-type: none"> <li>- In chapter III of the strategy, inclusivity is envisaged where by the ministry of agriculture seeks to address youth engagement in agriculture through cooperation with training institutions from primary school level to college level.</li> </ul>	<p>definitive practical training approaches that would equip the youth and ready them for the agribusiness labour market</p>		
<p><b>Kenya National Trade Policy 2016</b></p>	<ul style="list-style-type: none"> <li>- In Chapter IV of the policy, it recognizes and links to the Micro and Small Enterprise Act No.55/2012 as a legislative tool to promote SMEs development including acquisition of practical work based training and skills both from the formal and informal sector. The policy recognizes that traditional approach to vocational and technical training has not addressed their needs because there are no linkages between training and the related operation of the informal business trade.</li> <li>- In Chapter IV , the Policy creates environment for inclusivity in business skills development by proposing to engage national government, county government and private sector agribusiness players in redesign and</li> </ul>	<ul style="list-style-type: none"> <li>- The policy in its current state does not offer practical funding arrangements for sector players to promote practical work based training regimes. Most capacity building arrangements are left to private sector whose priorities are vast and varied and more targeted</li> <li>- The policy does not offer a clear format for stakeholder engagement through inclusive forums. The SME sector being majorly made of informal business formations requires participation and engagement for practical solutions in the business skills development sector</li> </ul>	<ul style="list-style-type: none"> <li>- National</li> <li>- County</li> </ul>	<ul style="list-style-type: none"> <li>- The policy is less effective in promoting work based training because it does not offer practical solutions to market demand for various practical labour needs in the SME sector. However, by linking the policy the SMEs Act 2012 and engaging capacity building players in the informal sector, the policy would offer an avenue to plug the missing link between labour needs in the SME sector and management of the various SME enterprises</li> </ul>

	<p>institutionalizing of practical business skills development programs within the institutes of technology and selected youth polytechnics for owner/managers and employees of the informal trade; and other non-formal institutions offering capacity building through business development services which is a recipe for work based training in the sector.</p>			
<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>The policy only states the need for education system to be more responsive to the skill needs of the economy</li> </ul>				
<p><b>Micro And Small Enterprises Authority Strategic Plan 2013-2017</b></p>	<ul style="list-style-type: none"> <li>- In Chapter I of the strategic plan, there is clear alignment to the MSE Act 2012 which offers robust legislative framework on growth of the SMEs sector. The Strategic plan has clear focus on work based training through enhancement of entrepreneurial and technical skills in the MSE sector</li> <li>- In Chapters IV and V, the plan offers inclusivity in stakeholder participation and promotes gender participation and inclusion of vulnerable groups in business skills development for application in MSE sector.</li> </ul>	<ul style="list-style-type: none"> <li>- Although the plan provides for clear roles and responsibilities, it does not clearly define how the SMEs authority will directly support certified training activities for stakeholders including how work based training will be handled in the sector. This provides opportunity for interventions.</li> <li>- The plan does not clearly state whether the capacity building programs that will be conducted within the sector will be considered formal or informal but goes ahead to abrogate the responsibility of training to certified institutions. Nevertheless, workplace based training is not mentioned as part of the certified capacity building entrepreneurship programs</li> </ul>	<ul style="list-style-type: none"> <li>- National</li> <li>- County</li> </ul>	<ul style="list-style-type: none"> <li>- The plan provides for effective management of the SMEs sector through a robust regulatory framework that brings into control the once unregulated and key sector of economic growth.</li> <li>- The plan is fairly inclusive and incorporates all relevant stakeholders in managing affairs within the sector while clearly defining roles and responsibilities of the SMEs authority. However, the work based training programs are clearly lacking including other apprenticeships. Therefore, the Act is not</li> </ul>

	- Strategy promotes establishment of incubation centers in specific MSE worksites to enhance WBT for new MSE business ventures			effective in defining how quality work based training will be directly handled, though it seems to have been abrogated to other institutions responsible for designing certified training programs
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>The strategic plan recognizes low levels of education and skills in MSEs as a threat to growth.</li> <li>Under 3.6.2 (10) the strategy to counter youth unemployment is indicated as: Mobilize more resources to accommodate idle youth in MSEs; Promote Youth Employment through association's members. No mention is made of skill development</li> </ul>				
<p><b>Internship Policy and Guidelines for the Public Service, 2016</b></p>	<ul style="list-style-type: none"> <li>In Chapter I, the policy framework is robust and recognizes significance of skills training for the youth through organized work based learning internship programs but only in the public service in Kenya.</li> <li>In Chapter II of the policy, Inclusivity of the work based internship learning program is limited mainly to degree and diploma graduates who have completed their studies and graduated. The policy thus only recognizes formal internships. However, the policy recognizes special needs for gender/women;</li> </ul>	<ul style="list-style-type: none"> <li>The robustness of the internship policy is limited only to benefiting youth who join the public service and those who are holders of degrees or diplomas from formal learning institutions. Policy discriminates those who have certificates, and those who train TVETs and also those who obtain informal technical skills that have not been certified or accredited.</li> <li>The policy objective does not have strong labour market relevance because it mainly focuses on work based learning in public sector where practical skills applications are limited, whereas the private sector which offers the best alternative for practical skills development has been ignored by this policy</li> </ul>	<ul style="list-style-type: none"> <li>National</li> <li>County</li> </ul>	<ul style="list-style-type: none"> <li>The policy is less effective in addressing apprenticeship needs as a form of work based training and in building the skill of the youth and vulnerable persons and persons with disabilities</li> <li>In its current form, the segregates practical skills development and only focuses on internships for degree/diploma graduates from formal accredited training institutions. However, stakeholder engagement could make the policy more effective by</li> </ul>

	<p>Disability status; and Minority and marginalized.</p> <p>- In Chapter III of the policy, it states that this work based internship learning program is focused on sharpening skills of young graduates to be able to ready themselves for the labour market in the various development sectors</p>			<p>allowing inclusivity for other forms of work based training including apprenticeships.</p>
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>The policy is a significant approach by the government to skill development of youth with degree/diploma qualifications. However, it leaves out other cadres of youth who have not attained university/college education</li> </ul>				
<p><b>C] SELECTED COUNTY INTEGRATED DEVELOPMENT PLANS</b></p>				
<p><b>Busia County Integrated Development Plan 2018 - 2022</b></p>	<p>- In Chapter I of the CIDP under TVET, the county has a total of 25 vocational training centers. There are 1,799 males and 1,273 females taking various courses in these institutions. The county has equitable funding arrangements from treasury and development partners to expand technical and vocational training for practical skills development. The county acknowledges a serious technical skills gap that has rendered key sectors unable to obtain qualified</p>	<p>- The county is yet to develop a robust policy that directly promotes work based learning programs including apprenticeships. Currently the county still relies on TVET Act and other national legislations like the MSE Act, Education Act and Employment Policy to operationalize its technical training and skills development.</p> <p>- The CIDP has not established clear roles and responsibilities between technical training and vocational institutions, and the adult</p>	<p>- County</p>	<p>- The county is yet to develop necessary legislation/policy to operationalize its technical and vocational training and thus the CIDP is less effective in developing a robust work based training program where apprenticeships would be embedded</p> <p>- However, effectiveness can be achieved once the county</p>

	<p>technicians for employment placement.</p> <ul style="list-style-type: none"> <li>- In Chapter II of the CIDP, the county has embraced meaningful social dialogue with stakeholders in various sectors to determine the needs of the youth in so far as employment and business development is concerned. This thus informed the decision to construct at least one technical training institute per constituency to plug the technical skills gap by training as many youth as possible. Adult learning centres have also been promoted through partnership with private sector and development agencies to offer practical training for adult learners who want to actively participate in various county development initiatives</li> <li>- In Chapter IV of the CIDP, the county has made equitable financial arrangements to expand the technical and vocational training centres, including adult learning centres and increased the enrolment of learners to respond to the technical capacity gap affecting the county. Workplace based learning programs have</li> </ul>	<p>learning centres in terms of approach to work based learning</p>		<p>engages stakeholders in reviewing current training and capacity building plans to streamline skills development through supportive policy formulation at county level</p>
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	also been introduced including internships			
<b>Summary:</b>				
<ul style="list-style-type: none"> <li>The plan acknowledges unemployment challenge in the county but has not outlined comprehensive skill development strategies. It has only indicated assisting youth to procure county tenders and building of empowerment centres. The indicated youth bracket excludes those between 16 and 17 years.</li> </ul>				
<b>Kilifi County Integrated Development Plan 2018-2022</b>	<ul style="list-style-type: none"> <li>In Chapter I of the CIDP under TVET, there are 28 public vocational training centers in the county with a total enrolment of 1969 male and 1292 female making a total of 3,261 students. The TVET programs are being managed under the TVET Act, a national government legislation which provides a legislative framework for streamlining technical and vocational training in the county.</li> <li>In Chapter IV of the CIDP, linkage has been established between technical and vocational training on one hand and labour market demands on the other hand. A program for work based training through establishment of business incubation centres has been established to augment shortage of skilled personnel in various sectors.</li> <li>Chapter IV of the CIDP indicates a level of inclusivity and</li> </ul>	<ul style="list-style-type: none"> <li>The county is yet to develop a robust policy that directly promotes work based learning programs including apprenticeships. Currently the county still relies on TVET Act and other national legislations like the MSE Act, Education Act and Employment Policy to operationalize its technical training and skills development.</li> <li>The CIDP has not established clear roles and responsibilities between technical training and vocational institutions, and the adult learning centres in terms of approach to work based learning</li> <li>The county has not developed an elaborate funding mechanism to manage its technical and vocational training programs including workplace based learning and other informal capacity building engagements.</li> </ul>	- County	<ul style="list-style-type: none"> <li>The county is yet to develop necessary legislation/policy to operationalize its technical and vocational training and thus the CIDP is less effective in developing a robust workplace based training program where apprenticeships would be embedded</li> </ul>

	<p>stakeholder participation in skills development. The county and other actors are implementing several capacity building and skills development programs targeting various community groups, vulnerable and marginalized segments of the society. The County has developed unique programs for training of illiterate and under age youth in skills that empower them to earn livelihoods</p>			
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>The county acknowledges the unemployment challenge but no concrete strategies are suggested towards youth empowerment beyond improving education completion rates at primary school level</li> </ul>				
<p><b>Kitui County Integrated Development Plan 2018-2022</b></p>	<ul style="list-style-type: none"> <li>- In Chapter I of the CIDP, the county has 49 active youth Vocational training centers.</li> <li>- County has a robust Youth Skills Development program that seeks to:</li> <li>- Equip youth with relevant skills to increase employability using a variety of approaches: <ul style="list-style-type: none"> <li>i. Apprenticeship</li> <li>ii. Internship, attachment and placement programs</li> <li>iii. Volunteerism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The CIDP fairly covered major elements of practical work based learning programs and in doing so it has engaged all key stakeholders through social dialogue in various forums (this is continuous); developed policy guidelines for work based learning at all levels including apprenticeship, internships and other forms of informal learning; has abrogated roles and responsibilities for relevant county departments and also participation by private sector and development partners; and is carrying out capacity building programs that are beneficial for its current labour market demand which is mainly informal</li> </ul>	<ul style="list-style-type: none"> <li>- County</li> </ul>	<ul style="list-style-type: none"> <li>- The CIDP is effective in addressing key essential elements of quality work based learning features including: embracing of meaningful social dialogue with stakeholders; developing a robust policy framework for formal and informal capacity building and development; abrogating clear roles and responsibilities for public and private sector in technical skills development; developing skills that have a strong labour market</li> </ul>

	<p>iv. Short formal Trainings</p> <ul style="list-style-type: none"> <li>- In Chapters IV and V, the CIDP has clearly defined elements of work based training and other forms of apprenticeship programs including internships and activities that involve training of vulnerable and disable groups for self-reliance. This links well with requirements of the labour market which is mainly informal sector in the county.</li> <li>- In Chapter V of the CIDP, the County has developed policies and guidelines on work based learning programs for apprenticeships, youth internships, volunteerism and employment that Sensitizes the youth, employers and stakeholders on the value of internships.</li> <li>- In Chapter V of the CIDP, the County has developed an inclusive program to train and encourage youth to develop entrepreneurial skills for self-employment; build the capacity of youth with special needs to resist risk factors and enhance protective factors; MSME capacity building program to empower stakeholders to improve</li> </ul>	<ul style="list-style-type: none"> <li>- Main challenge for county is poor funding arrangements as it has to do with what the national government allocates, though some benefits through an equalization fund and support from development partners has seen improvements in implementation of key programs</li> </ul>		<p>relevance and being inclusive in addressing capacity building and targeted activities to cushion the vulnerable and youth through empowerment programs</p> <ul style="list-style-type: none"> <li>- Effectiveness of the CIDP could further be enhanced if more equitable funding arrangements are realized especially from development partners and income generation from programs established by the county and handed over to private sector for wealth creation</li> </ul>
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	<p>knowledge and skills in businesses in business entrepreneurship; and youth empowerment program to improve livelihoods of the vulnerable youth through income generating activities initiatives</p>			
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**Summary:**

- Plan articulates a youth empowerment strategy through apprenticeships, attachments, placement programs, volunteerism and short formal trainings

### 3. KEY FINDINGS

#### 3.1 Results of Gaps Analysis in Core Policies, Laws and Strategies

The key building blocks for a quality apprenticeship system, using the ILO classification criteria, are represented by: (MSD = meaningful social dialogue); (RRF = robust regulatory framework); (CRR = clear roles and responsibilities); (EFA = equitable funding arrangements); (SLMR = strong labour market relevance); and (ICL = inclusiveness). The Gap Analysis Study matrix in table 2.1 above was developed to analyse policies, laws and strategies under key guiding criteria of: title of policy/law/plan; attributes to quality workplace-based training; gaps identified; level of review; and policy, legal/plan effectiveness.

Results of the Gap Analysis study using the ILO’s six building blocks for ascertaining quality apprenticeship systems as envisaged in the core policies, laws and strategies in Kenya produced a common pattern with more similarities than differences. As indicated in table 3.1 below:

- a) The study found that there were significant gaps in a number of policies and legislations that lacked the key building block of inclusiveness which therefore inherently did not offer opportunities for all stakeholders and also lacked diversity.
- b) The analysis also found that most of the laws and policies lacked the key building block of a strong labour market relevance of which it is a common problem in Kenya.
- c) It was found that significant numbers of technical and vocational training courses do not align to the labour market demand resulting into too many unemployed graduates who are unable to meet the employer demand for specific skills and expertise.

Table 3.1: Identified Gaps in core policies, laws and strategies

Name of Policy/Act/Strategy/Plan	Building Blocks For Quality Apprenticeship System					
	MSD	RRF	CRR	EFA	SLMR	ICL
1. National Industrialization Policy 2012				*		
2. Industrial Training Act 2017		*		*		
3. National Employment Authority Act (2016)				*		*
4. The Technical and Vocational Education and Training Act, 2013						
5. Technical Vocational Education and Training (TVET) Policy 2014						
6. Kenya National Qualifications Framework Act 2018						
7. Sector Plan for Labor and Employment 2013 – 2017				*		
8. Sessional Paper No. 4 of 2013 on Employment Policy and Strategy for Kenya						
9. Micro and Small Enterprise Act 2012			*			

**Legend:**

	Significant Gaps
*	Some Gaps
	No Gaps

The National Industrialization policy (2012) led in the number of gaps identified. The policy had significant gaps in three key building blocks as follows:

- a) Policy does not provide clear roles and responsibilities for public and private sector players on how to develop robust human resource skills for various sectors. This leaves out an important segment that would have provided more practical skills development guidelines in line with industry demand.
- b) Though youth play key role in MSME sector, they suffer from inadequate training to run sector. Policy falls short in addressing labour market where women and youth play role in provision of labour to key sectors of industry.
- c) Policy does not address particular specialized training needs of MSME sector players especially youth and women and is thus not inclusive in that respect. All economic indicators point to the fact that youth and women constitute the biggest segment of the unemployed yet active population in Kenya.

The other additional though less significant gap was the lack of equitable funding arrangements for operationalizing the policy. Inherently, the policy did not offer incentive for quality workplace based training.

The Technical and Vocational Education and Training Act (2013) had three significant gaps as follows:

- a) The Act does not make provisions for a regulatory framework for youth trained in informal organizations. The Act is not inclusive and only formal based technical training is recognized under the Act.
- b) The Act lacks strong labour market demand because it merely recommends formulation of technical and vocational training courses without consulting with the employer associations and other labour demand groups that would in essence propose more practical orientation for demand driven training courses.
- c) Under the TVET Act secondary school leavers have benefit of technical and vocational training and this leaves out primary school leavers and those who haven't had formal education. The Act therefore hampers inclusivity in its prescription for technical and vocational training requirements that are discriminatory in nature.

However, it is recognized that since then, a Sector Plan for Labor and Employment 2013 – 2017 has been formulated followed closely by enactment of the National Employment Authority Act (2016). These two documents partially resolve the shortcomings in the TVET Act (2013).

From the analysis it was found that the Technical Vocational Education and Training (TVET) Policy (2014) had only two significant gaps identified as:

- a) Lack of strong labour market relevance for the courses that were trained. There is no deliberate link between the current TVET curriculum and Kenya's Vision 2030 needs as most programs were developed before the conception of the Vision. This renders most programs not market oriented and tailored for current needs.

- b) Lack on inclusiveness in involving a diverse number of stakeholders for the design of the technical courses. Co-ordination mechanisms and linkages between and among TVET institutions under the different ministries are weak as decision making in TVET is highly centralized at their respective ministry headquarters at the expense of the crucial grass-root level boards and associations of affiliated institutions where actual education and training services are delivered, monitored and evaluated. The policy thus fails to adequately include stakeholders for effective decision making.

However, the policy did not have major gaps in four key building block areas namely: meaningful social dialogue; robust regulatory framework; clear roles and responsibilities; and equitable funding arrangements. This policy was inherently comparatively considered more effective for anchoring quality workplace based training programs.

The Kenya National Qualifications Framework Act (2018) similarly had two significant gaps identified as:

- a) Lack of a meaningful social dialogue. The Act only specifies qualifications for institutions recognized as formal training institutions in various categories. It is not fully inclusive and does not recognize the informal training organizations. There is no accreditation system established to assess and grade informal training organizations (no regulatory framework beyond formal training institutions). The qualification framework does not favour young men and women in the informal training / setup
- b) Lack of inclusiveness in stakeholder engagement for diversity. The Act has been formulated and established by beaurocrats with limited participation of organizations and individuals who will be affected by its implementation.

However, the policy did not have gaps in four key building block areas namely: robust regulatory framework; clear roles and responsibilities; equitable funding arrangements; and inclusiveness. This policy was inherently deemed effective for anchoring tenets of a quality workplace based training programs.

Micro and Small Enterprise Act (2012) only had two significant gaps identified as:

- a) Lack of clear roles and responsibilities: The Act does not clearly define how the SMEs authority will directly support certified training activities for stakeholders including how work based training will be handled in the sector. This provides opportunity for interventions. Act does not clearly state whether the capacity building programs that will be conducted within the sector will be considered formal or informal but goes ahead to abrogate the responsibility of training to certified institutions. Nevertheless, workplace based training is not mentioned as part of the certified capacity building entrepreneurship programs

- b) Lack of strong labour market relevance: The Act merely mentions that it will provide demand driven labour market courses but falls short of how this will be directly achieved. Presumably, it would have been expected that public private partnerships between government and employer organizations and other industry players would constitute a committee or team that would look into the nature of courses suitable for skills and knowledge development for application in current industry setting. This was not proposed either.

However, the Act did not have any major/noticeable gaps in the other four key building block areas namely: meaningful social dialogue; robust regulatory framework; equitable funding arrangements; and inclusiveness. This policy was inherently deemed effective for anchoring tenets of a quality workplace based training programs.

### **3.2 Results of Gaps Analysis in Complementing Policies, Laws and Strategies**

Results of the Gap Analysis study using the six building blocks for ascertaining quality apprenticeship systems as envisaged in the complementing policies, laws and strategies in Kenya produced a pattern with few similarities and more differences. As indicated in table 3.2 it was found that there were significant gaps in two policies and one strategy. The summary of findings is as indicated below:

The Ministry of Education Policy Framework for Education and Training (2012) had five significant gaps namely:

- a) Lack of a meaningful social dialogue;
- b) Lack of a robust regulatory framework;
- c) Lack of clear roles and responsibilities;
- d) Lack of equitable funding arrangements; and,
- e) Lack of inclusiveness.

Kenya Youth Agribusiness Strategy (2017 - 2021) had three significant gaps namely:

- a) Lack of a robust regulatory framework;
- b) Lack of clear roles and responsibilities;
- c) Lack of equitable funding arrangements; and
- d) Lack of inclusiveness.

The Kenya National Trade Policy (2016) had three significant gaps namely:

- a) Lack of clear roles and responsibilities);
- b) Lack of equitable funding arrangements; and
- c) Lack of inclusiveness.

These policies and strategy were inherently deemed effective for anchoring tenets of a quality work based training programs.

Table 3.2: Identified Gaps in complementing policies, laws and strategies

Name of Policy/Act/Strategy/Plan	Building Blocks For Quality Apprenticeship System					
	MSD	RRF	CRR	EFA	SLMR	ICL
1. Ministry of Education: A Policy Framework for Education and Training 2012						
2. Kenya Youth Agribusiness Strategy 2017 -2021						
3. Kenya National Trade Policy 2016						
4. Micro and Small Enterprises Authority Strategic Plan 2013-2017			*			
5. Internship Policy and Guidelines for the Public Service, 2016						

**Legend:**

	Significant Gaps
*	Some Gaps
	No Gaps

From the analysis it was concluded that the Micro and Small Enterprises Authority Strategic Plan (2013-2017) had only one significant gap identified as: clear roles and responsibilities. However, the plan did not have any major gaps in five key building block areas namely: meaningful social dialogue; robust regulatory framework; equitable funding arrangements; strong labour market relevance; and inclusivity. This plan was inherently observed as being effective for anchoring quality workplace based training programs.

### 3.3 Results of Gaps Analysis in County Integrated Development Plans

Results of the Gap Analysis study using the six building blocks for ascertaining quality apprenticeship systems as envisaged in the County Integrated Development Plans (CIDPs) produced a common pattern with more similarities than differences.

As indicated in table 3.3 below, it was found that there were significant gaps in two CIDPs of Kilifi and Busia that lacked some key building block of quality workplace based training. The gaps were categorized as either:

- a) The counties of Kilifi and Busia are yet to develop a robust policy that directly promotes work based learning programs.
- b) No clear roles and responsibilities established between technical training and vocational institutions, and adult learning centers in terms of approach to WBT in Busia.

To accommodate effective quality workplace based training systems, the two CIDPs would require an overhaul in relevant sections related to technical training and capacity building.

Table 3.3: Identified Gaps in selected County Integrated Development Plans

Name of Policy/Act/Strategy/Plan	Building Blocks For Quality Apprenticeship System					
	MSD	RRF	CRR	EFA	SLMR	ICL
1. Kitui County Integrated Development Plan 2018-2022				*		
2. Kilifi County Integrated Development Plan 2018-2022				*		
3. Busia County Integrated Development Plan 2018 - 2022				*		

**Legend:**

	Significant Gaps
*	Some Gaps
	No Gaps

The Kitui CIDP had one gaps identified as: lack of an equitable funding arrangement. Although the county received some predetermined budgets for technical and vocational training and development programs, the funds were inadequate and there was uncertainty over who would fill the gap of required funds to effectively implement the training program. The county envisaged borrowing the funds as grants from development agencies but such an act was not a surety in itself.

However, the plan did not have gaps in five key building block areas namely: meaningful social dialogue; robust regulatory framework; clear roles and responsibilities; strong labour market relevance and inclusiveness. This CIDP was inherently concluded as being effective for anchoring tenets of quality workplace based training programs.

### 3.4 Summary of Results in Gap Analysis

#### 3.4.1 Core Policies, Laws and Strategies

From the gap analysis of core policies, laws and strategies, it was found that two legislations and one policy were outstanding in terms of being able to effectively anchor quality workplace based training systems for practical skills development. The laws and policy under this category were characterized by inclusion of the key building blocks for a successful quality apprenticeship. These included:

- a) Technical Vocational Education and Training (TVET) Policy (2014);
- b) The Kenya National Qualifications Framework Act (2018); and,
- c) The Micro and Small Enterprise Act (2012).

These laws and the policy were inherently classified as being effective for anchoring tenets of a quality work based training program for practical skills development. However, there would be need for very comprehensive review of these three laws and policy through a stakeholder engagement forum in order to effectively accommodate all the building blocks of quality workplace based training program. Thus there should be a deliberate action by stakeholders to concentrate their efforts on the three laws and policy as a low hanging fruit since they offer quicker incentive to coalesce stakeholder efforts towards improving the laws and policy to incorporate the key building blocks of workplace based training.

### **3.4.2 Complementing Policies, Laws and Strategies**

From the gap analysis of complementing policies, laws and strategies, it was found that one legislation and one strategy were outstanding in terms of being able to effectively anchor quality work based learning systems for practical skills development. The law and policy under this category were characterized by inclusion of most of the key building blocks for a successful quality apprenticeship. These included:

- a) Micro and Small Enterprises Authority Strategic Plan (2013-2017) that had only one significant gap and;

This policy was inherently found to be effective for anchoring tenets of a quality workplace based training program for practical skills development. However, there would be need for very comprehensive review of the policy through a stakeholder engagement forum in order to effectively accommodate all the building blocks of quality workplace based training program. Two common missing blocks in policy was found to be: lack of a robust regulatory framework; and lack of clear roles and responsibilities amongst sectoral players.

However it would be proposed that stakeholders leave out this complimentary policy in their reform agenda as all the ingredients for review would have been anchored in the core policy and laws already identified as potential for review.

### **3.4.3 County Integrated Development Plans**

The Kitui CIDP had one gaps identified as: lack of an equitable funding arrangement. This CIDP was inherently observed to be effective for anchoring tenets of quality workplace based training programs. The CIDP was found to possess effective tenets in other building blocks namely: meaningful social dialogue; robust regulatory framework; clear roles and responsibilities; and, inclusiveness in approach.

#### 4. CONCLUSIONS

The Gap analysis study was based on ILO's key building blocks for a quality apprenticeship system as follows: meaningful social dialogue; robust regulatory framework; clear roles and responsibilities; equitable funding arrangements; strong labour market relevance; and inclusiveness.

All the eight core policies, legislations, and strategies/plans were subjected to these six building blocks that anchored a quality apprenticeship system. All the policies, laws and strategies under review were found to lack either one or more of the key building blocks for a quality apprenticeship. At the same time, all the reviewed policies, laws and strategies either had one or more of the key building blocks for a quality apprenticeship prevalent. All in all, none of the pieces of policies, laws and strategies were perfect but exhibited a marked degree of either being effective or none effective.

At the conclusion of the gap analysis, two laws and one policy framework became outstanding in terms of their coherence with quality apprenticeship system. These included:

- a) Technical Vocational Education and Training (TVET) Policy (2014);
- b) The Kenya National Qualifications Framework Act (2018); and
- c) Micro and Small Enterprise Act (2012).

These two laws and one policy were therefore inherently found to be effective for anchoring tenets of a quality workplace based training programs. These were proposed for anchoring of the workplace based training program.

The five complementing policies, legislations, and strategies/plans were subjected to these six building blocks that anchored a quality apprenticeship system. All the policies, laws and strategies under review were found to either not to have one or more of the key building blocks for a quality apprenticeship lacking. At the same time, all the policies, laws and strategies either had one or more of the key building blocks for a quality apprenticeship prevalent. All in all, none of the pieces of policies, laws and strategies were perfect but exhibited a marked degree of either being effective or not effective. At the conclusion of the gap analysis, one law and one policy framework became outstanding in terms of their coherence with quality apprenticeship system. These included: Micro and Small Enterprises Authority Strategic Plan (2013-2017); and Micro and Small Enterprise Act (2012).

The three County Integrated development Plans (CIDPs) from Kitui County, Busia County and Kilifi County were subjected to these six building blocks that anchored a quality apprenticeship system. All the CIDPs under review were found to either one or more of the key building blocks for a quality apprenticeship lacking. At the same time, all the CIDPs either had one or more of the key building blocks for a quality apprenticeship prevalent. None of the CIDPs were perfect but exhibited a marked degree of either being effective or not effective.

At the conclusion of the gap analysis, the Kitui County Integrated Development Plan became outstanding in terms of its near coherence with all but one out of the six building blocks for quality apprenticeship system.

## **5. RECOMMENDATIONS**

### **5.1 National Government**

The national government should work with relevant stakeholders to review the regulatory frameworks for two key laws and one policy identified in the gaps analysis as being potential for anchoring quality work based training programs with major focus on quality apprenticeships.

These include:

- a) Technical Vocational Education and Training (TVET) Policy (2014);
- b) The Kenya National Qualifications Framework Act (2018); and
- c) Micro and Small Enterprise Act (2012).

In view of the findings in the gaps analysis study, and in view of the stakeholder workshop recommendations, it was proposed that a new policy should specifically be anchored as a “*National Skills Development Policy or “Apprenticeship Policy”*” which should be drafted to effectively streamline all the key building blocks for quality workplace based training systems under the one umbrella policy.

### **5.2 County Governments**

County governments should review their CIDPs to incorporate the building blocks for quality workplace based training in all their capacity building activities that target to leverage quality workplace based training. And in line with the review of relevant national legislations and policies for effective anchoring of quality apprenticeship systems that were proposed earlier, county governments should formulate their own laws and policies promoting workplace based training for vulnerable and marginalized youth. This process should be more transparent and consultative to ensure that inclusivity is not limited to public institutions alone, but private organizations, development partners, and also representation from special interest groups like youth, women and persons living with disabilities. The policy gaps workshop also strongly emphasized the need for inclusivity in the process of policy formulation, including availing of resources for public awareness and education amongst the target beneficiaries.

### **5.3 Federation of Kenya Employers**

To ensure that technical skills development has strong labour market relevance, employment stakeholders should get involved in the design of quality workplace based training programs to ensure that both formal and informal training institutions produce demand pull persons who are ready to make practical contributions to sustainable development in the respective sectors. Employer representatives should ensure that they attend all forums involving a review of legislations, policies, strategies and plans towards reorienting in practical skills development. The FKE should support stakeholder forums with resources to enable various processes, activities and other engagements get underway to facilitate more efficient and effective delivery of quality workplace based training programs for the benefit of industry. During the policy gap study

workshop, FKE noted that although the government was now in consultation with stakeholders during policy formulation process, a lot still needs to be undertaken because inclusivity was still not optimum.

#### **5.4 Central Organization of Trade Unions**

As an umbrella workers representative, COTU should liaise with FKE and government at both national and county levels through discussion forums in order to jointly agree and propose the relevant policy or legislation or in making a comprehensive review to existing policies, legislations, regulations and or strategies and plans. This is premised on the fact that quality work based training programs improves the ability of the worker to become more effective in their field of practice and thus they are transformed into more productive and more happy persons who love their job and also in everything they do. This view was strongly by stakeholders in the policy gaps workshop who observed that workers organizations were important in articulating the needs of workers at the workplace. It was observed that informal business entities that housed the majority of workers in the country lacked representation thus the voice of the majority was not captured during the public policy making process.

#### **5.5 Other Primary Stakeholders**

This recommendation incorporates all other players including Kenya Private Sector Alliance (KEPSA); formal associations under apprenticeships, and Jua Kali associations. All other stakeholders involved with the different levels of government should always ensure that they seek representation in all discussion platforms and forums to ensure that their views are heard and get incorporated in new police, legislations and strategies. This will resolve the challenge of key stakeholders in the informal sector not having adequate awareness of relevant policies, laws and regulations affecting their work environment as is currently the case with many informal organization formed by persons with low literacy levels.

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## APPENDICES

### A] Names of Persons Interviewed: National Government and County offices

Name of Person Interviewed	Title of Person Interviewed	Ministry/Department/County	Cell phone / telephone contacts	Email address / website of organization
George Okeyo	Principal Education Officer	The State Department Of Post Training And Skills Development	0722255736	baresford@gmail.com
Jacob Gatimu	Principal Labour Officer	The Ministry Of Labour	0722619428	mathengejacob@yahoo.com
Arnold Mkare	Youth Development Officer	Kilifi County Youth Department	0722520731	mkarejefwa@yahoo.com / www.kilifi.go.ke
David Kivoto	CEC-Education	Kitui County Education Department	0702615888	David.kivoto@gmail.com / www.kitui.go.ke
John Mwami	CEC-Education,	Busia County Education Department	0721894983	mwamijohnw@gmail.com / www.busia.go.ke
Kevin Ouma	Administrator	National Industrial Training Authority(NITA)	0712811293	kouma@nita.go.ke/ www.nita.go.ke
Ms Carole Kariuki	Chief Executive Officer( C.E.O)	Kenya Private Sector Alliance(KEPSA)	0720340949	info@kepsa.or.ke
Rose Lanogwa	Administrator	Curriculum Development Assessment and Certification Council (CDACC)	0729746392	lanogwa.rose1982@gmail.com
Zachary Ooko	Senior Assistant Director Technical Education	Department Of Technical And Vocational Training	0721921693	zakooko01@gmail.com

## B] National Organizations

Name of Person Interviewed	Title of Person Interviewed	Name of Organization	Cell phone / telephone contacts	Email address / website of organization
Ms Monica Mwikali Musau	Trainer/ Women Gender Coordinator	Central Organization Of Trade Unions- Kenya (COTU- K)	0722735109	<a href="mailto:monnymwikali@gmail.com">monnymwikali@gmail.com</a> <a href="http://www.cotu-kenya.org">www.cotu-kenya.org</a>
Ms Carole Kariuki	Chief Executive Officer	Kenya Private Sector Alliance(KEPSA)	0720340949	<a href="mailto:info@kepsa.or.ke">info@kepsa.or.ke</a> <a href="mailto:director@kepsa.or.ke">director@kepsa.or.ke</a> <a href="http://www.kepsa.or.ke">www.kepsa.or.ke</a>
Ms Gentry juma	Research Officer	Federation of Kenya Employers	0723559916	<a href="mailto:gjuma@fke-kenya.org">gjuma@fke-kenya.org</a> <a href="http://www.fke-kenya.org">http://www.fke-kenya.org</a>

## C] Formal Associations under Apprenticeship

Name of Person Interviewed	Title of Person Interviewed	Name of Association	Cell phone / telephone contacts	Email address / website of organization
Harrison Ikunda	C.E.O	The Kenya Motor Repairs Association Of Kenya	0717738641	<a href="mailto:Harrison@kemra.co.ke">Harrison@kemra.co.ke</a> <a href="mailto:Bernard@kemra.co.ke">Bernard@kemra.co.ke</a>
Jack Wattn	General Manager	The Association Of Electrical And Mechanical Trades	07202654780	<a href="mailto:Info@repelectric.net">Info@repelectric.net</a>
Edward Itiana	Manager	The Kenya Federation Of Master Builders	0710660212	<a href="mailto:info@kenyafmb.org">info@kenyafmb.org</a> <a href="mailto:gm@kenyafmb.org">gm@kenyafmb.org</a>
Richard Muteti	C.E.O	Kenya National Federation Of Jua Kali	0725559107	<a href="mailto:juakalisor@yahoo.com">juakalisor@yahoo.com</a>
Naphthalene Momanyi	National Chairman	Kenya National Visual Artists Association	0721905219	<a href="mailto:Knvaa2016@gmail.com">Knvaa2016@gmail.com</a>
James Njoroge	Secretary	East African Confederation Of Informal Sector Organization	0722405539	<a href="mailto:Smegold2016@gmail.com">Smegold2016@gmail.com</a>
Gideon	C.E.O	Youth Alive Kenya	0202052494	<a href="mailto:info@youthalivekenya.org">info@youthalivekenya.org</a> <a href="mailto:gideon@youthalivekenya.org">gideon@youthalivekenya.org</a>

David Kisongoti	C.E.O	Kazuri Beads Limited	0202328905	<a href="mailto:accounts@kazuri.co.ke">accounts@kazuri.co.ke</a> <a href="mailto:info@kazuri.co.ke">info@kazuri.co.ke</a>
Harrison Ikunda	C.E.O	The Kenya Motors Repairers Association.	0717738641	<a href="mailto:harrison@kemra.co.ke">harrison@kemra.co.ke</a> <a href="mailto:benard@kemra.co.ke">benard@kemra.co.ke</a>
Jack Wottn	C.E.O	The Association Of Electrical And Mechanical Trades.	0735600074	<a href="mailto:info@repelectric.net">info@repelectric.net</a>

### D] Jua Kali Associations

Name of Person Interviewed	Title of Person Interviewed	Name of Association	Cell phone / telephone contacts	Email address / website of organization
David Kamau	Owner	Flamingo Jua Kali Goods	0722904527	
Joseph Nyaoro	Secretary General	Kamukunji Jua Kali Association	0726970671	<a href="mailto:joenyaoro@yahoo.com">joenyaoro@yahoo.com</a>
Patrick Muchiri	Chairman	Chuka Jua Kali Association	0706247494	<a href="mailto:Muchiripat2000@gmail.com">Muchiripat2000@gmail.com</a>
Naomi Kariuki	Administrator	International Safety Training Centre	0700364722	<a href="mailto:hsetraining@istc.co.ke">hsetraining@istc.co.ke</a>
Hilda Mbua	Member	Maasai Beadwork	0711544363	<a href="mailto:hadithi.kenya@gmail.com">hadithi.kenya@gmail.com</a>
Samuel Waweru	General Secretary	Kenya National Association Of Street Vendor And Informal Traders	0721540273	<a href="mailto:kenyakensvit@yahoo.com">kenyakensvit@yahoo.com</a>
Joshua Wambua		Machakos Co-Operative Union	0716373202	<a href="mailto:mcu@mcultd.co.ke">mcu@mcultd.co.ke</a>
Victor Opiyo	Secretary	Kowil Women And Orphans Self-Help Group	0725571957	<a href="mailto:kw.group@yahoo.com">kw.group@yahoo.com</a>
Salim Bwire	Assistant Manager	Busia Engineering Works/Association	0720294239	
Benard Kiongo	Owner	Jua Kali Association	0724009788	
Felix Onduru	Member	Wide And Smile Youth Group	0712411937	
Samuel Olende	Owner	Jua Kali Association	0714139131	
Joseph Kilonzo	Owner	Jua Kali Association	0710227000	

Pyron Otieno	Owner	Jua Kali Association	0708642570	
Absalom Gumba	Owner	Jua Kali Association	0708680776	
Wycliff Odhiambo	Owner	Jua Kali Association	0720587748	
Peter Ndegwa	Owner	Jua Kali Association	0725884192	
John Kaben	Owner	Jua Kali Association	0703595312	
Irene Shisundi	Secretary	Tujikaze Self-Help Group	0727257142	
Hadija Ali	Chairperson	Imara Women Group	0724281828	
Florence Gumbaya	Chairlady	Samaki Women Group	0720943294	
Mary Njaeri	Chairperson	Ndumberi Kirathimo Disabled Self-Help Group	0710486080	
Nancy Njenga	Chairlady	Rock Of Ages Self-Help Group	0726095543	
		Tabaka Carvings	0717110803	<a href="mailto:info@beadsafariscollection.co.ke">info@beadsafariscollection.co.ke</a>

## **E] Checklist of Interview Questions**

### **A] Public Institutions**

#### **KEY CHECKLIST QUESTIONS**

1. What are the gaps in the national policies, laws and regulations in promoting workplace-based training programs for youth, specifically vulnerable and marginalized youth, in particular adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor?
2. Which national policies or laws can be revised, updated, improved, and/or implemented to promote quality workplace-based training programs for youth, specifically vulnerable and marginalized youth, in particular adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor?

#### **OTHER KEY QUESTIONS**

1. Is apprenticeship defined and regulated by an official document (e.g. laws, ministerial decrees, collective agreements, and/or policy decisions arising from social dialogue)?
2. Do you have any recently amended or developed legislation, or are in the process of amending, legislation, which is directly linked to TVET?
3. Do you have any recently amended or developed legislation, which is indirectly linked to technical vocational education and training? What about apprenticeships?
4. Are you trying to make any important efforts to revamp apprenticeship law or programs?
5. In your view, are there any gaps in the policies, laws and regulations in promoting workplace-based training programs for youths, especially vulnerable and marginalized youth, in particular adolescents at or above the legal working age who are engaged at or above the legal working age who are engaged in or at risk of engaging in child labor?

### **B] International Organizations**

1. Have you participated in any recently amended or developed legislation, or are in the process of amending, legislation, which is directly linked to TVET in Kenya?
2. Have you participated in any recently amended or developed legislation, which is indirectly linked to technical vocational education and training?
3. Have you participated in the development of a new national/county strategy to support apprenticeship training in Kenya?

### **C] National Organizations**

#### **KEY CHECKLIST QUESTIONS**

1. What are the gaps in the national policies, laws and regulations in promoting workplace-based training programs for youth, specifically vulnerable and marginalized youth, in particular adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor?
2. Which national policies or laws can be revised, updated, improved, and/or implemented to promote quality workplace-based training programs for youth, specifically vulnerable and marginalized youth, in particular adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor?

#### **OTHER KEY QUESTIONS**

1. Is apprenticeship defined and regulated by an official document (e.g. laws, ministerial decrees, collective agreements, and/or policy decisions arising from social dialogue)?
2. Do you have any recently amended or developed legislation, or are in the process of amending, legislation, which is directly linked to TVET?

3. Do you have any recently amended or developed legislation, which is indirectly linked to technical vocational education and training? What about apprenticeships?
4. Are you trying to make any important efforts to revamp apprenticeship law or programs?
5. In your view, are there any gaps in the policies, laws and regulations in promoting workplace-based training programs for youths, especially vulnerable and marginalized youth, in particular adolescents at or above the legal working age who are engaged at or above the legal working age who are engaged in or at risk of engaging in child labor?

#### **D) Formal & Informal Associations**

1. Is apprenticeship defined and regulated by an official document (e.g. laws, ministerial decrees, collective agreements, and/or policy decisions arising from social dialogue)?
2. Have you been involved in any recently amended or developed legislation, or are in the process of amending, legislation, which is directly linked to TVET?
3. Have you been involved in any recently amended or developed legislation, which is indirectly linked to technical vocational education and training?
4. Have you been involved in carrying out any national/county reviews and subsequent reforms of apprenticeships?
5. Have you been involved in trying to make any important efforts to revamp apprenticeship law or programs?
6. Have you been involved in developing new national/county strategies to support apprenticeship training?