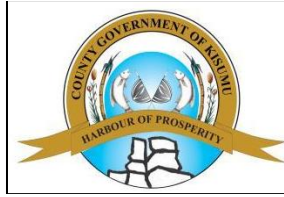


REPUBLIC OF KENYA



COUNTY GOVERNMENT OF KISUMU

***DEPARTMENT OF EDUCATION, TECHNICAL TRAINING, INNOVATION AND
SERVICES***

**KISUMU COUNTY GOVERNMENT VOCATIONAL EDUCATION
AND TRAINING (VET) POLICY**

2023

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FORWARD

Youth unemployment in Kisumu County and throughout Kenya can only be addressed through an education system that can produce the right skills in realisation of globalisation and the complexity of the current market trends. According to Kenya National Bureau of Statistics (KNBS) (2020) approximately 2.7 million youths are Not in Education, Employment or Training (NEET). These cohorts have no sellable skills and therefore cannot participate in any meaningful economic activity. Since the youth are the strength, wealth and drivers of future development of a country, it is necessary to appropriately equip and empower them to attain and realise their full potential. There is a high number of workers in active employment without any skills, some having either dropped out of school or completed school and not enrolled in any college; this lack of employable skills is a major factor contributing to youth unemployment in Kisumu County.

County Vocational Education and Training (VET) Policy is a collective commitment by the Department of Education Information Communication and Technology (ICT) and Human Capacity Development and other stakeholders to harness and optimise the strengths and opportunities presented by the youthful population in the County; this will be achieved by ensuring that youth in the County freely access quality, relevant and competitive knowledge and skills through the removal of personal and structural barriers that hinder acquisition of employable skills. The VET Policy is an outcome of a broad based consultative process, which is designed to promote sustainable funding in VET Institutions, promoting adaptable training opportunities, improving the training environment through modern classrooms and training workshops, expansion of apprenticeship and opportunities for livelihood training. Policy places a lot of premium on the gender inclusivity and innovations in VET institutions to equal opportunity for all in training.

The Policy envisages increased economic relevance of vocational education and training and employability of graduates through implementation of various strategies outlined hereunder. This will eventually help the County to address youth unemployment, achieve global competitiveness and prosperous county status with a high quality of life in a clean and secure environment as envisaged by Kenya Vision 2030. The Kisumu County VET Policy is anchored on the County Government's solid support to the VET sector aimed at enhancing access to training while ensuring that quality is maintained through provision of relevant curricula. To this end the Directorate will implement Competence Based Education and Training (CBET) in partnership with TVET-CDACC. Collaboration by industry will be enhanced through Industrial training during attachment of students, a model based in greater industry participation in training. To enhance access, the county government has

introduced direct benefits to trainees by ensuring County Capitation Grants to every trainee enrolled in VTCs; a strong base for the development and implementation of this Policy.

The Policy provides for a public private partnership approach to leverage on the private sector experience in skills required versus the training competencies. It also lays the foundation for the proposed Act of the County Assembly of Kisumu that will deal with vocational education and training and establish the structures to enable VET institutions to become entrepreneurial and innovative hubs. This will set them on a trajectory of financial independence, growth and suppliers of market-ready trained man-power.

The County Government remains committed to all efforts directed at fully harnessing the potential of our youth in line with our national aspirations and development goals enshrined in the Constitution of Kenya, 2010. It is my hope that the implementation of this policy will strengthen VET to lead the County into greater heights of innovation, industrialisation, knowledge economy and prosperity.

JOHN OBIERO AWITI

CECM - EDUCATION ICT AND HUMAN CAPACITY DEVELOPMENT

PREFACE

Youth positioning and empowerment in the national plans is key to the development of any nation. In order to realise the County and national aspirations of our nation's development agenda, various development blueprints have to be put into consideration, such as, the Sustainable Development Goals (SDGs), UNDP Youth Strategy (2014-2017), African Union Agenda (2063), Kenya Vision 2030, Big Four Agenda just to mention but a few. It is imperative that the youth be equipped with requisite competencies to enable them compete favorably with their peers in the developed world.

Vocational Education and Training requires immense resources to achieve market ready graduates, who match the labour requirements. This can only happen if resources are pooled from stakeholders involved in the training ecosystem. Industry participation, development partners, parents and community efforts are required to augment government interventions. Pooling of resources will aid in proper targeting, eliminate duplications and ensure efficiency in resources mobilisation and utilisation.

The Department of Education, ICT and Human Capacity Development in collaboration with its partners has developed this VET Policy to address issues related to VET management. The purpose of this policy is to provide a roadmap for the department and stakeholders towards the achievement of coordinated and sustainable management. It aims at ensuring access to quality and relevant VET training for both men and women, irrespective of gender, age, race, ethnicity, disability or vulnerability with respect to their political affiliations, social and economic status.

The VET Policy defines the rights and responsibilities of all people involved, directly or indirectly, in the VET sector, and are further expected to contribute to the achievements of this policy. The successful implementation of the policy hinges on unrelenting and concerted effort by all stakeholders in VET sector including, development partners, VET Institutions, other Ministries, Departments and Agencies (MDAs), Private Sector/Industry, parents and sponsors.

On behalf of the Department of Education, ICT and Human Capacity Development, I wish to thank all stakeholders who participated in the development of this policy. I now call upon the entire VET sector fraternity to take full charge of implementing this policy to the letter as outlined in order to fulfil our goals and aspirations.

MICHAEL ADAR

AG. CHIEF OFFICER – EDUCATION, ICT AND HUMAN CAPACITY DEVELOPMENT

ACKNOWLEDGEMENTS

This Vocational education and training policy is the result of a participatory process that involved major Stakeholders in the VET sector. We are grateful to the CECM and CO – Education ICT Human Capacity Development for policy direction and technical guidance respectively.

Special thanks go to Technical Officers under the Department of Education ICT and Human Capacity Development, resource persons from other Departments in the County Government of Kisumu, Education for Life (LNGB-EfL) Project, and Pamoja for Transformation.

On behalf of the County Government of Kisumu, specifically the Directorate of Vocational education and training, I'm grateful to the Technical working group members listed herein as follows: Paschalia Ouma – Director VET CGK, Christine Etakwa - EfL/KUAP, Thadius O. Omollo, CGK-EDU, George Kut Consultant, Musa Opuk – NITA, Gladys Akinyi - Rotary VTC, Daniel Okutah – CQASO VET, Martin Owino - Akado VTC, Eunice Atieno Pete - EfL/KCCB, Ninah Lisanza - EfL/Leonard Cheshire, Laban Okeyo – Director Green Energy CGK, Lawrence Okungu - DDICT CGK, Grace Orao – WOVOP, Daniel Oloo - EfL/Leonard Cheshire, Wilson Nindo – Director Public Participation CGK, Maxwell Jagero – Legal Officer County Attorney's Office.

In the spirit of intergovernmental relations, we are sincerely grateful for the input of the National Government, specifically the County Director TVET – Kisumu Mr. Joseph Sunguti.

We also acknowledge the technical input of the FEMNET Kenya representatives led by Esther Kawira.

We are greatly indebted to our development partners for their support in developing this policy. In this regard we sincerely acknowledge the support of LNGB-EfL Project (Leonard Cheshire, KUAP and KCCB), FEMNET Kenya and Pamoja for Transformation.

PASCHALIA OUMA
DIRECTOR VOCATIONAL EDUCATION AND TRAINING

ACRONYMS AND ABBREVIATIONS

CBO	-	Community Based Organisation
CCF	-	County Capitation Fund
CDACC	-	Curriculum Development Assessment & Certification Council
CEC	-	County Executive Committee
CIDP	-	County Integrated Development Plan
CQASO	-	County Quality Assurance and Standards Officer
CSO	-	Civil Society Organisation
C-ADP	-	County Annual Development Plan
FBO	-	Faith Based Organisation
GoK	-	Government of Kenya
HELB	-	Higher Education Loans Board
ICT	-	Information and Communications Technology
IGA	-	Income Generating Activities
KCPE	-	Kenya Certificate of Primary Education

KCSE	-	Kenya Certificate of Secondary Education	
KNBS	-	Kenya National Bureau of Statistics	
KUCCPS	-	Kenya Universities and Colleges Central Placement Service	
MDA	-	Ministries Departments & Agencies	
M&E	-	Monitoring and Evaluation	
MoU	-	Memorandum of Understanding	
MTEF	-	Medium-Term Expenditure Framework	
NEET	-	Not in Education, Employment or Training	
NGO	-	Non Governmental Organisation	
PPP	-	Public Private Partnership(s)	
PTF	-	Partnership Training Fund	
PWD	-	Person with Disabilities	
SDGs	-	Sustainable Development Goals	
STEM	-	Science, Technology, Engineering and Mathematics	
TVET	-	Technical and Vocational Education and Training	
TVETA	-	Technical, Vocational Education and Training Authority	
VTC	-	Vocational Training	Centre

DEFINITION OF TERMS

“Child caregiver” means a person authorised by the County Government of Kisumu to offer childcare services within a childcare facility.

“County Capitation Fund” means a fixed amount of money disbursed to VTCs for every trainee enrolled from the County

“County Education Board” means the County Education Board established under section 17 of the Basic Education Act;

“County Executive Committee Member” means the county executive committee member responsible for matters relating to vocational education and training within the County;

“County Public Service Board” means the Board established under section 57 of the County Governments Act;

“Curriculum” means all approved courses taught or programmes offered in a vocational education and training centre;

“Integrated Vocational Education and Training Centre” means a vocational education and training centre designed to accommodate and provide courses and training suitable for the needs of a trainee with special needs;

“Kenya Institute of Curriculum Development” means the Kenya Institute of Curriculum Development established under section 3 of the Kenya Institute of Curriculum Development Act;

“Kenya National Qualifications Framework” means the national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications as developed in accordance with the Kenya National Qualifications Framework Act;

“Manager” means the administrator of a vocational education and training centre who is responsible for the implementation of policy guidelines and professional practice in a vocational education and training centre;

“Private Vocational Education and Training Centre” means a vocational education and training centre established, owned or operated by a private person;

“Public Vocational Education and Training Centre” means a vocational education and training centre established, owned and operated by a county government and includes a sponsored vocational education and training centre;

“Special Vocational Education and Training Centre” means a vocational education and training centre for trainees with disabilities and includes an institution which provides appropriate curriculum differentiation in terms of content, teaching, instructional materials, alternative media of communication or duration to address the special needs of a trainee and to eliminate social, mental, intellectual, physical or environmental barriers to a trainee;

“Sponsor” means a person or institution that makes a significant contribution and impact on the academic, financial and infrastructural development of a vocational education and training centre;

“Trainee” means a person enrolled in a vocational education and training Centre to pursue vocational education and training;

“Trainee with Special Needs” means a trainee whose intellectual characteristics, sensory abilities, physical characteristics, emotional and social adjustment or communication abilities are under-developed and include trainees who suffer from long-term disabilities that affect the body or emotions to the extent that learning growth and development is affected;

“Vocational Education and Training” means the vocational education and training programmes imparted to a trainee in a vocational education and training centre.

EXECUTIVE SUMMARY

Vocational Education and Training (VET) has risen to the top of the list of priorities for the government of Kisumu County for a variety of reasons, including economic, social, legal, technological, and many other concerns. The Governor's Manifesto for 2017 calls for the encouragement of industrialisation as well as the development of a thriving service sector, all of which should be underpinned by environmentally friendly energy sources and information and communication technologies.

Additionally, the inadequate status of VTC trainers is acknowledged within the County Integrated Development Plan (CIDP) for the years 2018-2022. For example, the county only has 49 trainers, yet the proper ratio of trainees to trainers requires 233 trainers, meaning that the county is currently falling short on this criterion. The CIDP also identifies the need to institutionalise internship and apprenticeship for hands-on training, low budgetary allocation, the need to establish VTC's of excellence, and the need to address the issue of obsolete curriculum that is currently being used at the VTCs. Related to this, the CIDP also identifies the need to institutionalise internship and apprenticeship for hands-on training.

The Vocational Education and Training (VET) policy of Kisumu County establishes the groundwork for a thriving VET system that is both responsive to the needs of the trainees and one that builds on their ability for industrialisation and job creation in Kisumu County and beyond. The Constitution of Kenya, 2010 provides the legal basis for the policy. Within The Constitution, the village polytechnics and home-craft centers are specifically included in the fourth schedule part 2 of the tasks of the county government. Additionally, the County Vocational Education and Training Senate Bill, 2021 states the necessity for the County Executive Member in charge of vocational centers to put in place necessary infrastructure, conduct training, and increase capacity. This requirement is included in the Kisumu VET policy.

The conception and development of the Kisumu County Vocational Education and Training (VET) policy was made through a consultative process launched by the County Department of Education, ICT and Human Capacity Development. This process was informed by the policy environment described above. Specifically, consultations were held with the Regional TVET Director, the County Director of Public Participation, the County Law Office, the County Assembly Legal Office, and non-state agencies who worked together on the zero draft. The Technical Working Group then produced a final draft of the policy with technical drafting by a consultant. A summary popular draft was produced and disseminated for wider public sharing followed by public participation fora at the sub-counties for feedback and validation. The VET policy was then shared with the CEC for Executive validation and presentation to the County Assembly for approval and drafting of the corresponding Kisumu County Vocational Education and Training Bill 2022.

Kisumu County Vocational Education and Training (VET) recognises that VET requires distinct pathways to assist learners in making the transition from school to work, facilitating the transfer from general formal, non-formal, and informal education to vocational education. The Policy emphasises the relevance of job skills, especially lifelong learning, accentuating the need of acquiring the ability to learn and adapt. To achieve this VET transformation, there is a need for the County Government to enhance financing in vocational education and training. Policy objectives and strategies aims to achieve the following:

- Increased economic relevance of vocational education and training and employability of graduates;
- Increased access to vet training opportunities;

- Improvement of the quality of the VET, ensuring development of acquired skills, spurring research and innovation and encouraging technology and skills transfer;
- Establishing the monetisation, entrepreneurship and value chain addition in VTC products and service. Here the policy also seeks to establish and diversify sources of funding for VET institutions, priorities and programmes within Kisumu County and ensure their sustainability;
- Promoting effective administration and organisation of VET;
- Re-branding VET institutions to address the negative perception;
- Promoting progressive human capacity development;
- Improving infrastructural development and;
- The enhancement of partnerships and collaborations.

The VET policy is also to ensure quality training opportunities and on-going professional development to the trainers, ensure that the VTCs become self-sustaining through Income Generating Activities (IGA) and the establishment of home craft centers in each village unit.

A mechanism for monitoring and evaluating the VET policy's implementation shall be devised. It will include the underlying assumptions, objectives, baseline data and targets, indicators, measurement methodologies, and findings that will be used to analyse and measure the achievement of policy goals.

BACKGROUND INFORMATION

Location

Kisumu County is one of the 47 devolved units of governance in Kenya, delineated as County number 42 and is among the six counties that constitute the former Nyanza Province. The other counties are Siaya, Migori, Kisii, Homa Bay and Nyamira. The County borders Vihiga County to the North, Nandi County to the North East, Nyamira to the South, Homa Bay to the South West and Siaya to the West. It occupies a geographical land area of 2,086 Km² and 567 Km² under lake surface. There are eight sub-counties in Kisumu County namely; Kisumu East, Kisumu West, Kisumu Central, Nyando, Seme, Nyakach, Muhoroni and Kadibo. The county has 35 Wards and 70 Administrative Villages.

Demography

Kisumu County is located along the shores of Lake Victoria in Western Kenya and has a population of 1,155,574 People according to the National Census of 2019. This growth in population is largely as a result of high fertility, which is currently 4.8 children per woman, compared to a national average of 4.6 children per woman. The projected target youth population expected to join the VET sector according to KNBS 2019, with other factors remaining constant is 393,904. The enrollment of Kisumu County public VTCs stands at 4712 as of March 2022 while the VET staff are currently 49.

Socio-economic activities

Kisumu County has the advantageous environmental features of arable land, good soil, and consistent water supply from rain as well as several rivers and a lake. Agriculture and fishing are the main economic activities in the rural parts of the county and have the potential to reduce poverty significantly. In the urban areas dominated by three sub counties, the main economic activities are dominated by SMEs ranging from general trading, hospitality, transport, and construction industry, informal, banking and manufacturing sectors.

CHAPTER ONE: INCREASE OF ACCESS TO VOCATIONAL EDUCATION AND TRAINING

1.1. Overview of Vocational Education and Training (VET)

The Government of Kenya is committed to promoting TVET as espoused in Article 55 of the Constitution of Kenya 2010, the Technical and Vocational Education and Training Act, 2013, the Executive Order No. 1 of May 2016, the revised Executive Order No. 1 of 2020 as well as the Sessional Paper No. 1 of 2019 - “A Policy Framework for Reforming Education, Training and Research for Sustainable Development.” This paper recommends enactment of a new legislative framework and review of existing legislations to govern and regulate education, training and research.

The objective for the TVET sector in Kenya is to provide high-quality education and skills training that prepares students for global competitiveness. The aim is to supply, promote, and coordinate TVET by ensuring its quality, inclusiveness, and relevance to the nation's economy and worldwide competitiveness; nevertheless, the implementation of the TVET objective is fraught with difficulties. The changing demographics of the population imply that training demand will increase, requiring the government to expand its training offer. The changing nature of occupations in the market necessitates worker re-training including the sizable share of workers who are in precarious jobs such as contributing family workers and self-employment. These employments have little social protection and require training or re-training to enter the official labour market at some point.

The TVET Act 2013 establishes a system of technical and vocational education and training; regulates the governance and management of institutions providing technical and vocational education and training; coordinates assessment, examination, and certification; establishes a mechanism for promoting access and equity in training; and ensures standards, quality, and relevance.

In addition, the National Education Sector Strategic Plan (2018-2022) provides for the support to TVET trainees through the provision of capitation. This is further reinforced by a motion passed on 6th November, 2019 by the National Assembly on policy measures to ensure 100 percent transition from secondary education to tertiary education.

Kisumu County Vocational Education and Training (VET) recognises that VET requires distinct pathways to assist learners in making the transition from school to work, facilitating the transfer from general formal, non-formal, and informal education to vocational education. The Policy emphasises the relevance of job skills, especially lifelong learning, accentuating the need of acquiring the ability to learn and adapt. To achieve this VET transformation, there is a need for the county government to enhance financing in vocational education and training. In line with the Fourth Schedule of the Constitution of Kenya, County government, in consultation with the relevant stakeholders, shall strive to establish and maintain vocational education and training centres, including special vocational education and training centres and integrated vocational education and training centres for trainees with special needs, as it may consider necessary. In a bid to establish, run and maintain such vocational education and training centres, there shall be established the County Capitation Fund which shall be the major funding for the running of the VTCs.

1.2. Policy development process

The formulation and drafting of the Kisumu County VET policy was through a consultative process initiated by the County Department of Education, ICT and Human Capacity Development. The County Directorate of Vocational Education and Training facilitated the establishment of a County Technical Working Group comprising a variety of stakeholders including representatives of relevant Non-State Actors, County Government and State agencies with specific consultations with the Regional TVET Director, County Director of Public Participation, the County Law Office, the County Assembly Legal Office, and non-state agencies who collaborated to work on the zero draft. The Technical Working Group then produced a final draft of the policy with technical drafting by a consultant policy drafter. A summary draft was produced and disseminated for wider public sharing followed by the first stage of public participation at the sub-counties for feedback and validation. The VET policy was then shared with the CEC for Executive validation and presentation to the County Assembly for approval. This policy shall be preceded by the enactment of the corresponding law on matters related to vocational education and training.

1.3. Policy Rationale

Article 55 of the Constitution of Kenya, 2010 makes provisions for youth, requiring the state to make efforts to ensure that young people have access to quality, relevant education and training, as well as gainful work.

Consequently, TVET is tasked with the responsibility of developing youth competencies for national, regional, and global competitiveness. As a critical enabler of development goals, this VET policy is expected to adopt strategies for expanding and diversifying the sector's resource base and criteria for resource allocation. With the growing population, it will be necessary to expand training opportunities to accommodate the increasing youth population. In response to these, the county government has committed fiscal resources to this purpose while also recognising the deficiencies in the VET sector's sourcing, equitable distribution, use, sustainability, and resource management.

1.4. Scope of the Policy

The County Government in collaboration with the National Government, the Private Sector, Development Partners in Kenya, NGOs, Faith Based Organisations (FBOs), and Community Based Organisations (CBOs) are all covered by the VET Policy. The Policy guides on the following major issues: institutional arrangements, VTC financing and policy implementation stands.

1.4.1 National Government

Until devolution took effect, the National Government issued funding through Capitation to VTC's. This funding was reduced significantly since the County Governments had taken up this role. However, the role of the National Government in management and setting standards in these institutions is uncontested.

1.4.2 County Government

In line with the Fourth Schedule of the Constitution of Kenya, the County Government is mandated to establish and maintain Vocational Training Centres as it may consider necessary.

1.4.3 Non-State Actors

The non-state Actors from different sectors play a role in investing in formal and non-formal VTC institutions. The sector will also be encouraged to provide scholarships to trainees in targeted training programmes among other several incentives that follow after this policy is put in place.

1.5. Strategic focus of the VET Policy

A well-resourced VET sector is expected to serve as a strategic partner to the government in many areas including youth empowerment, workforce development, entrepreneurship innovation, implementation of CIDP, C-ADP, and other government development plans and programmes.

The Kisumu County VET Policy promotes a well-resourced VET sector. The Policy is in line with the national blueprint, the Kenya Vision 2030, whose vision is a transformed Kenyan society from a peasant to a modern and prosperous Country and the National Development Plan (NDP) under the theme of strengthening Kenya's competitiveness for sustainable wealth creation, employment and inclusive growth. It recognises the primacy of state and non-state actors' interaction; the importance of citizens' involvement in influencing how specific VET priorities are structured and delivered; and the need to support citizens' capacity to benefit from the gains of improved socio-economic opportunities. Consequently, the Policy intends to address the following issues in regards to VTCs operations in Kisumu County:

- Capitation;
- Registration, training, accreditation, licensing and certification;
- Human resource;
- Collaborations and partnerships;
- Promoting talents through co-curriculum activities;
- Establishment of production units;
- Infrastructural development and; Workforce development

CHAPTER TWO: POLICY AND LEGAL FRAMEWORK

The Kisumu County VET policy requires a comprehensive legal and regulatory framework to ensure appropriate management, operation, and maintenance of vocational training centres. This policy document takes into consideration the provisions of previously enacted legislative and policy instruments, as well as pertinent international conventions and treaties. It is consistent with the following significant legal and policy documents:

2.1. The Constitution of Kenya, 2010

Articles 43 (1) (f), 53 (1) (b), and 55 (a) of the Constitution of Kenya, 2010 declare education and training to be a right of every Kenyan. According to Article 55, the State shall implement affirmative action programmes to ensure that youth have access to appropriate training. The Fourth Schedule mandates the county governments to manage Vocational Education and Training Centres. Several VET centres have since been devolved to the county government for its management since the inauguration of the Constitution. This policy seeks to reinforce the management of Kisumu County VET as was envisaged by the Constitution.

2.2. International Treaties and Conventions

Kenya is a signatory to numerous treaties aimed at promoting citizens' rights to high-quality education and training. Among them are the Universal Declaration of Human Rights (1948) which reiterates the right to education in Article 26, the African Charter for Human and People's Rights which reiterates the right to education in Article 17; the Beijing Declaration and Platform for Action (1995) which necessitates a diverse approach to vocational and technical training through Article 75; the Dakar Framework of Action on Education For All (EFA) (2000) which advocates for opportunities for basic education and training programmes to acquire life and vocational skills for all youth and adults; the Convention on the Rights of Persons with Disabilities (2008) which compels party states to ensure that persons with disabilities are able to access vocational training; The 2030 Agenda for Sustainable Development Goals (SDGs) with SDG IV addressing inclusive education to enable upward social mobility and end poverty and; the African Union goals (2063) on science, technology and innovation (STI) driven skills revolution.

2.3. The Kenya Vision 2030

One of the National Development Goals in 1963 stated that Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends. Kenya Vision 2030 places great emphasis on the link between training and the labour market. There is a need to create entrepreneurial skills, 7 core competences (Communication and collaboration, Critical thinking and problem solving, Imagination and creativity, Citizenship and Learning to learn), and strong public private sector partnerships to support the TVET sector. The Kenya Vision 2030 articulates the development of a middle-income country in which all citizens embrace entrepreneurship and engage in lifelong learning. This has considerable importance for the kind of education and training system required to deliver the requisite skills, 7 core competencies and attitudes.

2.4. Technical and Vocational Education and Training Act, (No. 29 of 2013)

Section 29 of TVET Act 2013, provides for procedures and functions such as resource mobilisation, auditing and accounting of public finances. Section 29(e) (f) (h) mandates Boards of Governors to ensure that funds are prudently managed in VTCs. Section (52) states that admission of students into technical and vocational education institutions shall be conducted by Kenya Universities and Colleges Central Placement Service (KUCCPS) established under the Universities Act, which does not apply to VTC trainee placement programmes. On the formation of the board of governors, there is no clear guideline on the nomination panel that suits the VTC's.

The TVET Act, 2013 however does not provide a framework for: cascading National Government policies structures and policies into County actions; coordinating County VET with relevant National Government ministries Departments and Agencies; coordination and collaboration with other Counties and other private vocational training centres; integration and coordination with Lake Region Economic Development Block.

2.5. Recognition of Prior Learning Policy Framework

Recognition of Prior Learning (RPL) process enables individuals to get formal qualifications commensurate with their existing knowledge and abilities, so enhancing their employment, mobility, lifelong learning, social inclusion, and self-esteem. The process has distinct features which include; Identifying non-formal and informal learning; Collecting and presenting evidence of learning; Assessing and validating evidence and granting a recognised certification if the claims are valid.

In 2020, the Government through the Kenya National Qualifications Authority (KNQA), developed the Recognition of Prior Learning (RPL) Policy Framework in Kenya. The RPL Policy Framework has made it possible for VTCs to broaden their products and thus target individuals such as: crafts persons in the formal or informal sectors, such as masons, plumbers, polishers, carpenters, motor vehicle mechanics, cooks, electricians, hairdressers, etc., who acquired competencies informally in the first place, or furthered their skills on the job, but not certified.

2.6. Sessional Paper No. 1 of 2019

The Sessional Paper No. 1 of 2019 is a policy Framework that establishes the overall direction of Kenya's education and training policies. The document makes several recommendations, including the enactment of a new legislative framework and a review of existing legislation governing and regulating education, training, and research. The TVET Financing Policy establishes a defined framework for sector expansion and investment. Section 10.1 of Sessional Paper No. 1 of 2019 underlines the importance of providing sustainable funding for education and training, expanding industrial participation in training, and improving loan, grant, scholarship, and bursary cooperation. Additional policy measures include; the Big Four Agenda which advocates for Youth in Jobs through Vocational Education and training; Executive Order No. 1 of 2016 (May 2016); and; Revised Executive Order No. 1 of 2020.

2.7. County Integrated Development Plan (CIDP 2018-2022)

The CIDP II captures the inadequate status of VTC trainers/instructors and the need to employ more. According to the Kisumu County VTCs Assessment Report (November, 2021), the county currently has 49 trainers against a requirement of 233 trainers that is required to ensure proper trainer-trainee ratio of 1:25. The CIDP also identifies the need to institutionalise internship and apprenticeship for hands-on training, low budgetary allocation, need to establish VTCs as centres of excellence and the issue of obsolete curriculum currently being used at the VTCs.

2.8. County Policy and Legal Frameworks

A number of County Policy and Legal Frameworks that support VET policy include; the Kisumu County PWDs act 2016; Kisumu County Gender Mainstreaming policy; Kisumu County Sexual and Gender Based violence policy; Kisumu County women, youth and PWDs fund; meant for people who lack the collateral to access bank loans; Trade fund: Economic empowerment for small traders; Public participation Act. 2015; Kisumu County Bursary and Scholarship Fund Regulations, 2016; Kisumu County School Feeding Program and the Annual Development Plans.

CHAPTER THREE: PROBLEM STATEMENT

3.1. General overview

The increase of access to VET is referred to as widening the opportunities for youth to join VET system to acquire skills and become competent in preferred occupations which have demand in the labour market. VET sector especially focuses on youth in the age cohort of 15 – 29 years who are expected to engage with TVET system for acquisition of skills. Uncertified and experienced workers, employed personnel who expect to upgrade their skills or aspire to acquire different vocational competencies are also among the clientele of the VET sector to whom a flexible and wider access need to be provided.

Those who leave schools at different stages and do not enter conventional higher education remain the main group who shall be diverted for skills acquisition in pre-employment training. There are several categories of school leavers, i.e. those who exit before KCPE or KCSE, those who do not transit to High Schools or other tertiary institutions after KCPE. A number of youths are in Not in Education, Employment and Training (NEET) or engage in the informal sector annually hence the need to expand facilities to enrol youth for demand driven courses.

3.2. Not in Education, Employment or Training (NEET) Group

The Not in Education, Employment or Training (NEET) group occupies a significant percentage in the overall youth population in Kenya. According to Kenya National Bureau of Statistics (KNBS) (2020) approximately 2.7 million youth are NEET. These cohorts have no sellable skills and therefore cannot participate in any meaningful economic activity. The NEET group in youth population has been increasing and therefore measures are needed to engage them in worthwhile economic activities. Appropriate policies and strategies at county level need to be adopted to attract them into the VET sector and make them competent in occupations in demand. Systematic and county specific provision of VET within the VTCs will reduce the annual addition to the NEET group. There is also a high number of workers in active employment without any certification, some never attended any formal schooling or training, and some dropped out of school or completed school and not enrolled in any college. This lack of recognition of various skills and talents is a major factor contributing to youth unemployment.

3.3. Key Challenges

I. Inadequate funding from the County Government

There is inadequate funding to the VTCs. The VTCs are currently funded with a County capitation of KES 15,000 per student against the Department's proposed budget of KES 40,000 per student. The current capitation has been in place since 2007 and is neither consistent with the rate of inflation nor founded in law. There is therefore a need to adjust the vote heads to allocate VTCs with adequate amounts based on their needs and current economic realities. The financing strategies for VTCs are also limited to County capitation and parental/guardian obligations.

II. Low Women and Girl's enrollment and participation

The Kisumu County VTC Enrollment Data as at June, 2022 indicates that 45% of trainees are women but only 10% of the 45% are in STEM courses. The remaining 35% enroll in the female dominated courses such as food processing, hairdressing and hospitality.

These Statistics indicate that women and girls do not have optimal uptake in the VET within the County due to lack of access or appropriate opportunities in VET. There still exists low enrolment of women/girls in VET courses coupled with regional disparities. The special needs trainees in TVET still require affirmative action in terms of resourcing.

Family commitment for the women /girls act negatively in engagement of education and training. Due to socio-cultural norms and workplace conditions, their participation in some courses is higher (in service sector) than men/boys and in some courses the enrollment and participation of men is higher (in manufacturing sector occupation) than women/girls. These factors need to be considered when increasing their enrollment and full participation in VET courses.

III. Inadequate opportunities for youth to pursue VET Courses

The existing VET facilities and courses are not rationally and geographically organised commensurate with dispersion of the youth population in Kisumu County. It is not clear which indicators are used to identify labour demands in the county and in turn be able to signify total annual intake of trainees into VTCs as a percentage of total number of students leaving the school system each year in the county. There is significant disparity in opportunities available for VET in different sub counties which hinder access to VET by the youth and other training seekers. Further, there is unavailability of preferred courses for students in particular VTCs which the students may easily access.

Today's youth have a varied range of interests, and the labour market is always evolving, necessitating the introduction of new courses or improving on the current courses to meet the skills requirements of a dynamic labour market. While it is not possible to provide institutional training for all occupations in the labour market, expanding existing apprenticeship training should be able to supplement institutional training by meeting the skills requirements of occupations for which institutional training is not feasible.

IV. Need for functional babycare centers and qualified caregivers for teen mothers in the VTCs;

Kisumu County VTCs attract among others teen mothers with poor economic background to employ child care givers. This prompts them to attend training sessions with their babies. The County Government has piloted five institutions that have rooms and professional child caregivers. The ever increasing demand for such facilities and qualified child caregivers presents a need for standardized facilities whose child caregivers need minimum qualifications.

V. Lack of proper structures to operationalize the recognition of prior learning to the County citizens who are skilled and earn a living from their skills but with no formal training. The County is in the process of qualification and certification of people who have acquired skills through apprenticeship and are engaged in informal employment.

- VI. Inadequate trainers for the VTCs. The VTCs should be equipped with adequate and qualified trainers;
- VII. Inadequate implementation of the existing legal framework on affirmative action to address issues about PWDs and gender inequality;
- VIII. Inadequate support to the trainees for industrial attachment and job placements with a clear strategy and criteria for linkages and partnerships;
- IX. Lack of clear guideline on ICT Integration and Automation within the VTCs;
- X. Lack of clear admission guidelines, term dates and co-curricular activities;
- XI. Inadequate application of existing guidelines on student representation and structures like student council;
- XII. Inadequate modern tools, equipment and infrastructure to the VTCs.

CHAPTER FOUR: POLICY RATIONALE

4.1. Introduction

Vocational Education and Training has risen to the top of the list of priorities for the government of Kisumu County for a variety of reasons, including economic, social, legal, and other considerations. The CIDP (2018-2022) identifies vocational education and training as one of the transformative factors, along with the promotion of industrialisation and a thriving service sector, which is supported by environmentally friendly energy sources and information and communication technologies. Additionally, the inadequate situation of VTC trainers is also acknowledged in the County Integrated Development Plan (CIDP 2018-2022). According to the current County Enrollment Data, trainer to trainee ratio is 1:100, against TVET Authority's recommended ratio of 1:25 for technical courses and 1:40 for business courses. The county is currently falling short on this need. The CIDP also identifies the need to institutionalise internships and apprenticeships for hands-on training, the need to establish VTC's of excellence, the issue of outdated curricula that is currently being used at the VTCs, and the low budgetary allocation.

The Kisumu County VET policy is also underpinned by the existing policies and legal frameworks supportive to the vocational education and training and listed in section two above. For instance, the Constitution of Kenya, 2010; The fourth schedule part 2 under functions of the county government captures village polytechnics and home-craft centres as County Government mandate.

This policy lays a foundation for a vibrant Vocational Education and Training System that is responsive to the need of the trainees, and one that builds on their capacity for industrialisation and job creation in Kisumu County and beyond. The Benefits of the VET Policy is to promote the following;

- Establishment and progressive development of Vocational Training Centres in the county;
- Acquisition of industrial occupational standards through training to address skills mismatch;
- Carrying out of research, innovation and development that serves the county;
- Exchange of knowledge and skills and, in so doing, improve the economy of the county;
- The VET policy is also to ensure quality training opportunities and on-going professional development to the trainers;
- Ensuring that the VTCs become self-sustaining through Income Generating Activities (IGA);
- Establishment of home craft centres in each village unit

4.2. Issues to be dealt with to improve access to VET

4.2.1. Facilities of training centres

General structural appearance of the facilities of most VTCs in the public sector are not commendable in comparison with public primary and secondary school facilities. This negatively affects the decision of young people to join the VET sector. The facilities for courses offered are also few and limiting. Hardly any VTC in the county provides co-curriculum facilities. Lack of co-curricular facilities mainly affect the development of soft skills which complements the formation of technical and vocational skills.

4.2.2. Expansion of apprenticeship

It is impossible to provide formal education for all of the jobs that are available on the labour market; as a result, there is an urgent need to broaden the scope of apprenticeship programmes in order to satisfy the demand for a variety of different jobs. In addition to this, apprenticeship is an efficient technique of acquiring new skills because it has the potential to provide instruction in any and all vocations imaginable. In particular, the apprenticeship training system needs to be improved by placing a greater emphasis on the theoretical aspects of training institutions in order to make it easier for students to acquire knowledge.

4.2.3. Adaptable training opportunities

Different client groups require distinct entry and exit points based on their employment conditions and lifestyles. Typically, pre-employment training and the need for skill upgrading happen because of changes in work skills requirements and technological advancements, and short-term courses scheduled in the evenings and on weekends. Individuals who are already employed demand flexible course delivery that is tailored to their specific circumstances. Individuals working in the informal sector would also desire flexible course delivery to accommodate their job schedules. For people who are currently employed, remote or online delivery may be an option. Thus, by increasing the flexibility of accessing training, diverse client segments can participate in VET. The services of skilled and experienced trainers from industry can be sought when full-time in-house trainers are unavailable during office hours or are simply overwhelmed.

4.2.4. Opportunities for livelihood related training

A large number of people are employed in the livelihood occupations that require specific components of training out of the curriculum provided. Youth as well as adults cannot explore such openings because there are limited livelihood-related training opportunities. Productivity can be increased if training on technology and innovations are provided. Therefore, VTCs must operate skills training divisions to undertake such training programmes for communities in the locality. If in-house trainers are not available, services of external resource persons can be sought for delivery of such short duration skills. Upgrading and technology orientation courses may be provided preferably in evenings and weekends.

4.2.5. Limited languages of instruction

All citizens should be able to follow artisan level courses in Kiswahili, English or Kenyan sign language because mastery of either of the three languages is expected at this level. However, all training curricula are available in English but the mode of delivery should incorporate all the three languages.

4.2.6. Affordability of the training

The training of artisans requires practical sessions which are relatively expensive. Most trainees are from humble family backgrounds hence completion of training opportunities in the VET sector remains a major challenge unless a robust financing strategy is put in place.

CHAPTER FIVE: POLICY DIRECTIONS

The VET Policy establishes market driven vocational education and training.

5.1. Policy Vision

The **VET policy vision** is “A Skilled and employable human resource that is responsive to county and national needs and global competitiveness.”

5.2. Policy Mission

The VET policy mission is to provide an inclusive, flexible and equitable vocational education and training responsive to the requirements of the county and national economy and globally competitive.

The purpose of this Policy is to provide a framework for the development of VET which will enable the training of a highly skilled and competitive workforce in Kisumu County. The General Objectives of the VET Policy include the following:

- i. To increase the economic relevance of vocational education and training and employability of graduates;
- ii. To increase access to VET training opportunities;
- iii. To improve quality of the VET, acquired skills, spur research and innovation and encourage technology and skills transfer;
- iv. To establish monetisation, entrepreneurship and value chain addition in VTC products and service;
- v. To establish and diversify sources of funding for VET institutions;
- vi. To promote effective administration and organisation of VET;
- vii. To re-brand VET Institutions to address the negative perception;
- viii. To promote progressive human capacity development;
- ix. To improve infrastructural development and;
- x. To enhance partnerships and collaborations.

5.3. Policy Key Priority Areas

The policy seeks to prioritise on the following key areas:

- Establishment of VTCs in every ward to deliver demand driven courses responsive to industry needs and each training centre should be economically sustainable;
- Review and expand apprenticeship based training to cater for wider range of occupations available in labour market and establish mechanisms to provide knowledge component through adaptable delivery methods;
- Infrastructure in the VTCs should be designed and built to create an appealing appearance to attract the youth. The facilities should have appealing outlook generating respect among students, teachers and industry partners;

- Provide modern tools and equipment and conducive learning environment for quality training;
- Promote co-curricular activities and soft skills development;
- Develop and offer training programmes that provide wider occupational opportunities for girls and young women;
- Provide part-time classes and short term courses with flexible delivery, including modern technology, for those employed;
- Expand apprenticeship based training especially in areas of emerging occupations and;
- Provide individuals with opportunities to get formal qualifications commensurate with their existing knowledge and abilities and thereby enhancing their employment, mobility, lifelong learning, social inclusion, and self-esteem.

5.4. Guiding Principles of the Policy

- **County Ownership.** The County Government own this policy and shall oversee its implementation and sustainability.
- **Partnership and mutual accountability.** Sustainable VET require a strong partnership on the basis of mutual respect and accountability between the County Government, the people of Kisumu county and development partners. Strengthening of partnerships among national stakeholders, county stakeholders, CSOs (especially women and youth organisations), academic institutions, and the private sector should be facilitated to promote sustainable development and county ownership.
- **Gender Equity.** Gender equity in VET efforts should be substantive, recognise the different needs of men, women, boys and girls, and at the same time affirm their equality by creating an obligation to correct the structural inequalities that disadvantage women and youth. Stakeholders will be expected to demonstrate a commitment to mainstreaming gender concerns into all aspects of VET and to encourage closing of the gender gap through official policies and programs. Vocational education and training offer a unique opportunity to challenge traditional gender roles.
- **Rights Based Approach.** The human rights-based approach involves a balanced support to government institutions as duty bearers and community members, as right holders, in a manner that promotes the rights and responsibilities of each party. Vocational training centres should advocate for rights of right-holders and responsibilities and to enhance their collaboration with the duty-bearers for the efficient and effective achievement of the objectives of the policy. In particular, the right to be protected, right to information, right to free expression and to be heard and a right to privacy. Special consideration will be made to the vulnerable groups e.g. gender or persons living with disabilities.
- **Conflict Sensitivity.** This is the ability to understand the operational context particularly intergroup relations; and to act upon the understanding of these interactions, to avoid negative impacts and maximise positive impacts. Vocational training centres have the potential to cause or escalate community conflict if not well managed and therefore must be run to optimise community cohesion and minimise conflicts. Programmes should be conflict sensitive.

- **Partnership, Coordination and Coherence.** The activities undertaken under this Policy should build on and augment existing VET capacities and without contradicting national quality framework.
- **Monitoring and Evaluation:** Monitoring and evaluation of this policy's effectiveness will be conducted with a view of assessing progress under given priority areas. Planning and implementation of this policy document will require plausible indicators with gender lenses developed at result-chain levels (input-activity-output-outcome-impact). Implementation will put into consideration disaggregation by gender, age and other considerations, as the basis for data capture and management, leading to reporting on progress and lessons learnt.

CHAPTER SIX: POLICY OBJECTIVES AND STRATEGIES

6.1 The policy aims to increase the economic relevance of vocational education and training and employability of graduates. This will be accomplished by implementing the following strategies:

- i. Increasing the employer and business community's involvement in VET delivery;
- ii. Ensuring that all trainees are assessed and certified through Qualification Awarding institutions as prescribed by KNQA;
- iii. Put in structures for implementation of Recognition of Prior Learning (RPL);
- iv. Promoting productive skills in formal, non-formal, and informal settings by enabling possibilities for lifelong learning in VET;
- v. Creating and connecting a VET Management Information System (MIS) to a Labour Market Information System (LMIS);
- vi. Creating business incubator/innovation centres within VTCs to promote entrepreneurship and other facets of TVET; and
- vii. Embracing and strengthening the apprenticeship system in order to give on-the-job training.

6.2. The policy aims to increase access to VET training opportunities. This will be accomplished by implementing the following strategies:

- i. Promoting a demand-driven and flexible system of VET delivery through competency-based modularised packages and the use of ICT;
- ii. Making VET affordable through financial assistance, such as bursaries and scholarships;
- iii. Through affirmative action, increasing VET provision and access for vulnerable and disadvantaged individuals of all age groups;
- iv. Providing professional career advice and placement services for VET students so that they can make the right choices and get work experience;
- v. Improving the public's view and image of VET by getting more young people to join VTCs;
- vi. Making sure that VTCs, businesses and employers work together.
- vii. Providing and making it easier for people to get the right training equipment and materials, and also making the training facilities better.

6.3. This policy aims at improving the quality of the VET, ensure development of acquired skills, spur research and innovation, encourage technology and skills transfer.

This will be accomplished by implementing the following strategies:

- i. Establishment of ICT and Innovation Hubs which are well equipped and networked complete with internet access for use by students and staff
- ii. Ensure Skill Based Training which is up to date with the latest technology trends and evolutions, develop soft skills like project management, presentation and persuasion, and general management.
- iii. Industrial Linkages and Collaborations for industrial attachments and internships where trainees are equipped with industrial practical skills in their areas of specialisation/trades.
- iv. Adherence to the national Qualifications Framework and ensuring that it is applied during implementation; training and content delivery.
- v. Developing mechanisms to enable both employers and the private sector to define the occupational and competence standards;
- vi. Reviewing and developing VTCs' specific admission system for the relevant qualification levels in consultation with TVETA;
- vii. Achieving the minimum competence-based qualifications for VET trainers while taking into consideration their specific industry, apprenticeship, and relevant workplace experiences and
- viii. Promoting research and innovation in all VTCs and to all VET providers.

6.4. This policy establishes the monetisation, entrepreneurship and value chain addition in VTC products and services. This will be achieved through the following strategies:

- i. Creation of Industrial parks to showcase the products and services from VTCS.
- ii. Patenting and Product registration for innovation from the VTCs;
- iii. Engaging in income generating activities at the VTC level;
- iv. Advocating and lobbying for award of government procurement opportunities to VTCs technical labour force, products and services in the county projects.

6.5. This policy seeks to establish and diversify sources of funding for VET institutions, priorities and programmes within Kisumu County and ensure their sustainability. This will be accomplished by implementing the following strategies:

- i. Establishing a structure for financing VET that is agreed upon by all stakeholders (supported through mobilisation of monetary and non-monetary resources) and adheres to the principle of co-financing VET by its beneficiaries;
- ii. Initiating the establishment of a County Capitation Fund (CCF);
- iii. Advocating for increased budget allocations to the VET sub-sector by the county and national governments;
- iv. Creating incentives to attract private sector investment in VET; and enhancing efficiency to reduce costs across all facets of TVET delivery.

6.6. The policy aims to promote effective administration and organisation of VET. This will be accomplished by implementing the following strategies:

- i. Establishing a VET framework that will regulate the VET system holistically in accordance with labour market demands;
- ii. Strengthening the county's VET Directorate to ensure the effective delivery of VET;
- iii. Streamlining informal and in-company training, apprenticeships, and also ensuring that they are aligned with the TVETA Qualifications Framework;
- iv. To ensure timely registration and accreditation of the VTCs in the county;
- v. Streamlining the categories of official VET institutions/providers to ensure that VET graduates have appropriate routes;
- vi. Reforming VTC management and governance;
- vii. Hiring of qualified and adequate VET trainers for quality content delivery.
- viii. Developing an effective VET management information system (MIS) and a functional monitoring and evaluation system for VET; and
- ix. By benchmarking and learning from previous experience with VET changes as well as from other counties and nations that perform better in particular areas.

6.7 This policy aims to re-brand VET Institutions to address the negative perception. This will be accomplished by implementing the following strategies:

- i. Improvement of aesthetical look and gate branding
- ii. Elaborate advertisement of VET programs on both print, electronic and social media

- iii. Upgrade the infrastructure to modern levels.
- iv. Establishment and engagement in vibrant co-curricular activities for purposes of bringing out youth talents.
- v. Hiring of qualified VET Trainers for quality content delivery.
- vi. Encourage skills competition amongst the students in the Vocational Training Centers.

6.8 This policy aims to promote progressive human capacity development. This will be accomplished by implementing the following strategies:

- i. Advocating for the Implementation of career progression and job structure/schemes of service.
- ii. Conducting regular trainings and skills upgrading programmes for trainers to cope up with emerging trends and technologies.
- iii. Ensure regular and competitive promotions to limit stagnation in the structure.

6.9 This policy aims to improve infrastructural development. This will be accomplished by implementing the following strategies:

- i. Allocate adequate budgetary provisions for construction of workshops and classrooms at VTCs.
- ii. Procure modern tools, equipment and technology;
- iii. Engage donors, partners, parents and MDAs for construction of workshops and provision of modern tools and equipment.

6.10 This policy aims to enhance partnerships and collaborations. This will be accomplished by implementing the following strategies:

- i. Establishment of clear structures of engagement.
- ii. Development of MoUs with clear terms of reference.
- iii. Development of database for partners.
- iv. Ensuring structured inception and close out meetings for all projects/ engagement of partners.

CHAPTER SEVEN: IMPLEMENTATION FRAMEWORK

The VET policy will be implemented in 5-year strategic plans beginning 2022.

7.1. Institutional Arrangements

The institutional arrangements shall consider any Act of Parliament and Act of County Assembly establishing a framework for the administration of vocational education and training within the County, and for related purposes.

VET policy will be implemented through a multi-sectoral strategy, with various stakeholders in the private sector and at the county and sub-county levels.

The policy provisions contained herein will be supplemented by mandatory policy standards, discretionary guidance within acceptable bounds, and procedures outlining how each item will be implemented.

Subsequent VET strategic plans, programmes, projects, and other activities will operationalise the policy requirements contained herein. The VET Director, in consultation with the County Executive Committee (CEC) Member responsible for VET, the Chief Officer responsible for VET, County Quality Assurance and Standards Officer (CQASO-VET), Sub-County VET Coordinators, VTC Managers, Trainers and Non-Training Staff will guarantee that the institutions and facilities necessary to carry out this policy are established and functional.

7.2. Roles and Responsibilities of Key Stakeholders

The vocational education and training will be managed by the County Government of Kisumu in collaboration with other stakeholders; the demand side (industry, private sector), the supply side (trainees, guardians, sponsors) etc.

CEC-Member

The CEC member responsible for VET shall, in consultation with the relevant stakeholders, establish and maintain such VTCs, including special and integrated VTCs for trainees with special needs, as may be considered necessary.

Chief Officer

Responsibilities include;

- a) Manage and supervise human resource in the department
- b) Ensure provision of assets and tools of work
- c) Ensure financial accountability of the department
- d) Ensure planning and coordination of department activities
- e) Ensure that all departmental policies and procedures are duly followed and implemented.

- f) Create links for correspondence and collaboration with other stakeholders in the departmental programs and activities.
- g) Resource mobilisation
- h) Ensure compliance with the national values and principles of good governance as outlined in article 10 and Article 232 of the constitution of Kenya.

Director VET

Responsibilities include;

- a) Implementing policies, programs and strategies relating to vocational education and training;
- b) Coordinating forums for promotion of entrepreneurship and vocational education skills improvement;
- c) Coordinating and promoting vocational training co-curricula activities;
- d) Organising fora with industries and other stakeholders on vocational training;
- e) Promoting culture of research and innovation within the vocational training system;
- f) Promoting outreach programs;
- g) Designing and developing vocational training programs and service
- h) Making policy proposals and reviews
- i) Promote collaborations and partnerships
- j) Resource mobilisation

Sub- County VET Coordinators

Responsibilities include;

- a) Implementing policies, programs and strategies relating to vocational education and training at the Sub-county;
- b) Coordinating forums for promotion of entrepreneurship and vocational education skills improvement at the Sub-county;
- c) Coordinating and promoting vocational training co-curricula activities at the Sub-county;
- d) Organising fora with industries and other stakeholders on vocational training at the Sub-county;
- e) Promoting culture of research and innovation within the vocational training system at the Sub-county;
- f) Promoting outreach programmes at the Sub-county;
- g) Implement vocational training programs and service at the Sub-county;
- h) Making policy proposals and reviews at the Sub-county;
- i) Promote collaborations and partnerships at the Sub-county;
- j) Resource mobilisation at the Sub-county;

- k) Establishing, maintaining and improving standards in all VTCs at the Sub-county;
- l) Quality Assurance and Standards assessment of Vocational educational and training Sub-county;
- m) Co-ordination, organisation and implementation of co-curriculum activities at the Sub-county.
- n) Coordination of registration, accreditation and licensing of VTCs at the Sub-county.
- o) Coordination of examination administration at the Sub-county.

Centre Managers

Responsibilities include;

The Centre Manager shall be;

- a) Responsible for optimum utilisation of resources at the VTC;
- b) Overseeing preparation of recurrent and development expenditures;
- c) Ensuring quality academic standards are maintained;
- d) Coordinating research and consulting activities in the technical areas;
- e) Monitoring trainee industrial attachment, coordinating the management, training and development of staff at the VTC;
- f) Overseeing the implementation of technical training programmes in accordance with the TVET Act 2013 and existing County legal framework;
- g) Participating in the formulation of policies for the VTCs;
- h) Implementing the decisions of the BoG;
- i) Any other function that may be assigned from time to time.

Trainers

Responsibilities include;

- a) Training in areas of specialisation in accordance with the syllabus;
- b) Coordinating of courses, projects and practical work, and preparation of professional records;
- c) Inducting and supervising the newly appointed officers;
- d) Preparing teaching/learning materials in different areas of specialisation;
- e) Setting and marking examinations;
- f) Carrying out research in the relevant field or specialisation.
- g) Coordination of co-curriculum activities and;
- h) Any other function that may be assigned from time to time by the Centre Manager.

7.3. The VET Centre Board of Governors

The Board of Governors (BoG) in County VTCs shall be established in accordance with Section 28 of Technical and Vocational Education and Training Act 2013. However, the policy proposes that the procedures for appointment of the Board by the CEC Member, functions of the Board and its tenure be provided for by an Act of the County Assembly.

CHAPTER EIGHT: MONITORING, EVALUATION AND REVIEW OF POLICY

The County Governments Act, No.17, 2012, Section 108, (C) and (d), on Integrated Development Plan, states that, there shall be provision for monitoring and evaluation and clear report mechanisms in implementation of the CIDP.

The specific objectives of Monitoring and Evaluation (M&E) initiative for this policy are: To attract stakeholders' participation, ownership and learning during its' implementation; to create public awareness in utility of M&E as a management tool in the county development processes; and to recognise M&E as an effective tool for county and national development agenda. A mechanism for monitoring and evaluation of the VET policy's implementation shall include the underlying assumptions, objectives, baseline data, target setting, planning for priority and implementation of these priorities. Indicators will be developed by use of "result chain" analogy as tools for measurement of interventions in TVET arena.

8.1. Utility of M&E Data

Data will be collected, collated, analysed and used for reporting. Data will also be used to inform future policy interventions and creation of more robust programs and/or projects. By and large, efforts will be made to strengthen reporting on programs and/or projects through training in M&E, thereby improving institutional capacity for data management and consumption within and without. Data needs will be identified by use of universal standards, leading to development of right tools for data collection, collation and analysis. The success of the Directorate's efforts in the highlighted endeavour will be showcased through informed intervention in line with this TVET Policy. Its utility will be evidenced in the planning of its programs and/or projects, including standards and curriculum development, and their adaptation in the learning process. VET's monitoring and evaluation processes will enable broader stakeholder participation, leading to learning by all stakeholders, thus resulting in enhanced learning, performance, and adaptation of skills and deepening connections between findings, decision-making, transparency, and accountability for results realised.

8.2. Demand Driven M&E

Demand for use of data generated through M&E will by and large lead to enhanced participation in the M&E processes, based on realisation that M&E initiatives contribute to generation of plausible data to the public, efficiency effectiveness and greater accountability in utilisation of public resources. There shall be a reporting framework from the lower institutional levels through the Sub-Counties and finally to the County headquarters, with communication plans that are actualised within the reporting framework. These communication plans shall identify relevant stakeholders, more importantly the duty bearers and rights holders and propose mechanisms that will be used in addressing their concerns.

8.3. Review of the Policy

This Policy may be reviewed after every five years with the approval of the County Assembly. However, the review of the Policy may be done as need arises based on relevant Monitoring and Evaluation Reports

outlining its implementation status or change in legal frameworks on the management of VET in Kenya and Kisumu County.

CHAPTER NINE: VET FINANCING

The VET will be financed by both the Government and the private sector. The policy actions and strategies will be funded in line with the County Government's budgetary allocations as well as finances mobilised from other sources.

9.1. Public-Private Partnership Financing

County Government will diversify sources of funding and involve all stakeholders through Public-Private Partnerships. Diversification will be considered by engaging enterprises and individuals while respecting the principles of equity and inclusion. In addition, cost sharing, grants and loans, will be secured to increase efficiency and accountability to stimulate demand for VET.

Incentives and accountability mechanisms will be established to raise awareness and increasing investment in VET by a broad range of actors and shifting the traditional input-based models of allocation and use of resources to more performance-based financing models.

9.2. Capitation Funding

An Act of Kisumu County Assembly shall establish a Kisumu County Vocational Training Fund (KCVTF) to cushion trainees and their parents/guardians from the high cost of training. Vocational education and training being a devolved county function under schedule four of the CoK 2010 provided the foundation that the county capitation be the major funding for the running VTCS. In addition, the National Education Sector Strategic Plan (2018-2022) provides for the support to TVET trainees through the provision of capitation. This is further reinforced by the National Assembly Resolution of 6th November 2019 on policy measures to ensure 100 percent transition from secondary education to tertiary education. VET financing enhances access and equity to Technical Education and Training.

9.3. Resource Mobilisation and Sustainability

This policy seeks to diversify sources of funding to finance VTC priorities and programmes within Kisumu County and ensure their sustainability. Resources and support required for implementation of this policy shall be mobilised from both public and private actors with the twin objective of strengthening their support and commitment as identified by the Policy.

The interventions and initiatives identified in this Policy shall be supported through mobilisation of monetary and non-monetary resources from National Government, County Governments, private sector, development partners, non-Government organisations (NGOs), Faith Based organisations (FBOs), communities and individuals, TVET institutions IGA among others. All funding sources and strategies will be required to balance between the short- and long-term goals. A sector wide approach shall be adopted at county level in planning, budgeting, programming, implementing, monitoring and evaluating mobilisation initiatives.

To ensure sustainability of TVET financing, the sector will adopt prioritisation of initiatives and adopt a

phased approach. The financing policy is aimed at ensuring that the gains already realised in VET including increased enrollment, rebranding and repositioning, quality and standardisation are maintained and improved further. The following areas will be considered for resource mobilisation:

- (i) **County and National Government sources;** Government financing to TVET is realised through the MTEF budgeting process. The resources under MTEF are channeled from the following sources: Operational grants, Capitation Grants, Recurrent grant, Development Grant, Conditional Grants, and County government Education budget.
- (ii) **Development Partners/Donors;** The County appreciates the role of Development Partners/Donors in funding programmes and projects in the County. The Sector is not exceptional as there is expectation of liaising with these entities in supporting VET programmes and or projects.
- (iii) **Income Generating Activities;** VTC institutions have the potential to generate income through production units. This shall be done independently by the VTC based on their abilities and opportunities of IGAs available for them.
- (iv) **The Private Sector:** The private sector plays a role in financing VTCS through a number of channels including private investment in VTC and sponsorship of VTC training. Private sector have always played an important role in implementation of the VTC agenda, by supplementing the government efforts in putting up infrastructure, provision of equipment, sponsoring trainees and trainers in different levels of training under the laid down procedures and regulations. More resources will be sourced from private sector through:
 - (a) Public Private Partnership in provision of infrastructures and equipment;
 - (b) Contribution to Partnership Training Fund (PTF); and
 - (c) Joint proposal development.
- (i) **Non-Government Organisations, Faith Based and Community Based Organisation:** The sector plays a role investing in formal and non-formal VTCs as well as payment of tuition fee for vulnerable trainees. The sector will be encouraged to provide scholarship to trainees in targeted training programmes.

ANNEXES: I

IMPLEMENTATION STANDARDS

The County government of Kisumu after approving this policy, will initiate a process to lay the groundwork for efficient policy implementation which includes performing preparatory efforts to facilitate the implementation of the policy's main reforms. Among these endeavours, the development of standards, guidelines, and procedures to guide implementation is critical.

As a result, the information presented below pertains to the standards for implementing this VET policy. These standards establish a set of necessary measures that must be adhered to by all stakeholders in order for the VET policy to be successful. The standards are supplemented by guidelines, which together form a framework for guiding the VET system and enabling the VET Policy commitment to establish the

aforementioned system to become a reality. The standards for implementing the VET Policy are organised around the following themes.

LEGAL STANDARDS

A VET system will be established at the County, and the appropriate legal support will be provided to ensure that it is firmly anchored in the legal and institutional frameworks.

A legislation governing VET delivery shall be developed in line with the national TVET Act 2013, the County Vocational Education and Training Bill, 2021 and these policy standards so as to eliminate any potential contradictions in the existing national TVET legal and policy frameworks.

This law will address all issues related to vocational education and training, including but not limited to: the establishment of a VET system; the establishment of VET institutions and providers; the establishment of governance and management systems for VET; the establishment of a VET qualifications framework for all levels; the financing of VET programmes; the assessment of VET programmes; the establishment of statutory offences and sanctions in the VET law; and the establishment of an institutional framework to implement the VET Policy requirements.

The requirements of the VET Policy, as well as its accompanying policy standards, guidelines, and procedures, shall be binding on all Kisumu County VET actors, as well as on the general public. Noncompliance with the policy requirements will result in administrative and legal punishments being applied in accordance with the law.

INSTITUTIONAL STANDARDS

The following are the institutional norms that will be applied in the implementation of the VET Policy:

In implementing this Policy, a VET directorate, Vocational Education and Training Curriculum Development, an Assessment and Certification Body are among the key institutional structures anticipated, which will be established where they do not yet exist and rationalised where they do exist. These institutions shall be situated within the County Executive Committee with the mandate to provide policy guidance and to coordinate the overall implementation of VET Policy objectives, as stated in the Policy.

The Vocational Education and Training Curriculum Development, Assessment and Certification (VET-CDAC) Body shall, in consultation with the Kenya Institute of Curriculum Development, TVETA and the county executive committee member, review the curriculum framework to be used by all licensed vocational education and training centres within the county to suit the specific or special needs of the county. In reviewing the curriculum, the Body shall ensure that the curriculum follows both the County and the National Policy and Guidelines.

This Body shall perform the following functions:- design and development of curricula for VET training institutions' examination, assessment and competence certification; rule-making with respect to VET examinations, competence and skills assessments; issuing certificates to candidates who satisfy VET

examination and competence assessment requirements; promoting recognition of its qualifications nationally and internationally; investigating complaints about VET training institutions' examination, assessment and competence certification.

When implementing the VET Policy, there must be a clear distinction made between Vocational Education and Training and Technical Education and Training. Where synergies exist, efforts shall be made to maximise them through active engagement and partnerships of the respective players in the delivery of Vocational Education and Training.

ESTABLISHMENT AND MANAGEMENT STANDARDS

The establishment of VET institutions and management shall be conducted in line with the following standards:

Establishment of VTCs

During the course of implementing this Policy, the County Government shall, in consultation with the relevant stakeholders, establish and maintain such Vocational Training Centres (VTCs) as it deems necessary, including special VTCs and integrated VTCs for trainees with special needs.

A private individual or a religious institution may provide financial support for a public VTC with a sponsorship arrangement which enhances vocational education and training programmes and which must contribute directly or indirectly to the quality of vocational education and training administered in the VTC.

The sponsor shall participate in and make recommendations on a review of the syllabus and curriculum; provide financial and infrastructural assistance to the VTC.

Any activity by the sponsoring organisation that is construed to compromise to the application of any law applicable to the vocational education and training centre, as well as the professional standards and ethics of instructors in a VTC, shall be prohibited.

A secular curriculum shall be followed in a vocational education and training centre, regardless of the fact that its sponsor is a religiously affiliated organisation or organisation.

Management of VTCs

All VET Institutions and providers must be approved to operate by the VET-CDAC Body before they can run VET programmes.

The various providers of VET shall be categorised as: (a) Institutions; and (b) Work place based who can even be individuals as long as they meet the training requirements as determined by the VET-CDAC Body.

Every Public Vocational Education and Training Centre (VTC) shall have a Board of Management responsible for the conduct of education and training. VET Policy also provides for managers and instructors of vocational education and training and their qualifications to ensure that the VTCs are professionally managed and operated in accordance with the objectives of this Policy.

VET OPERATIONAL STANDARDS

These apply to the Standards for the Licensing and Registration of Vocational and Technical Education and Training Institutions and Providers.

Providers and institutions involved in VET are required to be licensed and registered in compliance with the following standards:

The registration and licensing of vocational education and training centres shall be in accordance with Part IV of the Technical and Vocational Education and Training Act, 2013. The Act requires that all VET institutions and providers be registered and licensed in order to provide vocational education and training. The TVET Qualifications Framework will serve as a guide for the delivery of television-based training.

STANDARDS AND QUALITY OF EDUCATION AND TRAINING

The County Executive Committee Members in consultation with Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council established under section 44(1) of the Technical and Vocational Education and Training Act and recognised curriculum development institutions, will be responsible for the development of the vocational education and training curricula for vocational education and training provided under this Act.

The CEC shall, in consultation with the Kenya Institute of Curriculum Development, the Technical and Vocational and Training Authority, review the curriculum framework to be used by all licensed vocational education and training centres within the County to suit the specific or special needs of the county.

In reviewing the curriculum, the compliance will be made with the national policy and guidelines.

STANDARDS FOR ADMISSION AND ENROLLMENT OF TRAINEES

Admission and enrollment of persons onto the various VET programmes shall be subject to the following standards:

The various VET providers will strive to enroll all persons in need of skills training for livelihood sustenance, improvement and development. The enrollment of trainees into VET programmes will be based on the existing competence among the applicants, possession of basic literacy and numeracy skills as well as relevant prior academic qualifications where necessary.

The underlying principle in Vocational Education and Training (VET) shall be the principle of supporting persons to fulfil/achieve their vocations or calling. Thus, VET enhances skills acquisition and development for all persons who are passionate about a given vocation/skill/ occupation/craft taking into consideration their prior learning or acquisition of skills.

Vocational Education and Training (VET) shall be founded on the premise of assisting individuals in fulfilling/achieving their vocations or callings. Thus, VET facilitates the acquisition and development of abilities for all individuals who are passionate about a particular vocation/skill/occupation/craft, regardless of their prior learning or acquisition of skills.

The admission of trainees under VET shall be decentralised to the VTCs level and thus, respective VTCs/providers shall be responsible for the identification, admission and management of trainees, taking into consideration the set standards by the respective Sector regulations and standards.

The guiding principle for the admission of persons into Vocational Education and Training programmes shall be flexibility, passion for the various VET programmes/trades and possession of competence in the respective areas of interest. Admission of persons into VET shall endeavor to provide an opportunity for all persons to acquire skills and competences they demand for purposes of improving their livelihoods, welfare and personal advancement.

All persons are eligible to apply to join VET programmes at an appropriate level of their competence as determined by the assessment, equating and certification procedures of their existing competence irrespective of their current academic qualifications.

STANDARDS FOR CURRICULUM AND TRAINING CONTENT

The use and review of curricula and training content under VET will be subject to the following standards:

All VET programmes must follow approved competence profiles; occupational standards; training standards; and, assessment and certification standards (training curricula framework) by the Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council established under section 44(1) of the Technical and Vocational Education and Training Act.

A vocational education and training centre registered under this policy shall offer programmes from craft level and may, where possible, offer county specific technical and vocational education training programmes.

In administering vocational education and training, a vocational education and training centre shall;

- a) Provide appropriate and adequate training and learning materials;
- b) Carry out activities aimed at enhancing skills development and creativity of the trainee;

- c) Adopt a trainee-centered approach training for the proper skills acquisition and development of the trainee;
- d) Follow the training standards prescribed by the national qualifications framework; and
- e) Integrate industrial attachment for the development of appropriate practical and innovative skills.

The delivery of VET at the county shall recognise prior learning and endeavour to assess and certify the competences of persons who acquire skills training from contemporary training means such as digital and internet learning as well as peer learning.

The reviewed curricula for all VET programmes shall focus on functional and soft skills acquisition to enhance applied competences among all VET beneficiaries.

For vocational education and training to suit the specific or special needs of the county, the county executive committee member shall be responsible for curriculum review in consultation with the Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council, the Kenya Institute of Curriculum Development, the Technical and Vocational Education and Training Authority and any other recognised curriculum development institutions. The curriculum review must adhere to national policy and criteria.

TRAINING AND INSTRUCTION PROCEDURES

The training and instructional procedures in TVET Institutions shall be subjected to the following standards:

The training and instruction procedures in all VTCs must emphasise practical and hands-on training which is integrated with flexible and work oriented delivery methods.

Training and instruction under VET shall be undertaken in: established and designated institutions, workplaces approved and gazetted to offer VET; or any other place approved for VET training by the TVETA.

STANDARDS FOR VET STAFF AND OTHER PERSONNEL

The following requirements shall apply to the recruitment and management of personnel involved in the delivery of vocational education and training:

Before delivering vocational education and training, all VET trainers must be approved and qualified by the TVETA. Trainers to be hired in VTCs must undergo a thorough assessment to establish their competence to provide training, taking into account their practical abilities, attitude, and theoretical knowledge in accordance with the authorised Competence Profiles.

All public and private VET institutions and providers shall be required to subject their trainees to assessment processes and procedures mandated and/or approved by the Training Curriculum Development, Assessment and Certification Council.

VET trainers must engage in Continuous Professional Development to keep their knowledge and practice current, while remaining cognisant of shifting trends in practice and technology, both of which are critical components of VET.

Competence and expertise in various crafts and training sectors must be the major criteria for recruiting Trainers and other resource personnel to deliver VET. All trainers and resource personnel employed by VTCs will undergo routine performance appraisal in order to monitor their performance and devise suitable capacity development programmes to address identified shortcomings.

STANDARDS FOR VET ASSESSMENT AND QUALITY ASSURANCE

The County Executive Committee Member in consultation with the Curriculum Development, Assessment and Certification Council and recognised examination and assessment and certification bodies be responsible for administering examination and assessing competencies; and issue a certificate to a trainee who satisfies examination and competencies requirement.

The Curriculum Development, Assessment and Certification Council shall, if satisfied that skills or competencies acquired by a person on the job are equivalent to qualifications within the training framework, issue corresponding certificates.

The County Executive Committee Member in consultation with TVETA shall, in consultation and relevant quality assurance and CQASO, put in place structures for purposes of assuring standards, quality and relevance of education and training.

All VET providers and institutions (both privately and publicly owned) shall be mandatorily required to avail their premises, facilities and other resources for inspection by authorised personnel from the above TVET Institutions.

VET FINANCING STANDARDS

To ensure efficient and effective VET delivery, it is critical to establish a sustainable and robust financial system for VET, governed by the following standards.

- i. This policy adopts a Public Private Partnerships model, in which the county government, the private sector, development partners, and citizens all share responsibility for supporting VET delivery.
- ii. An Act of Kisumu County Assembly shall establish a County Capitation Fund (CCF) - for the delivery of VET. The CCF will receive funding from the government, development partners, and the private sector for the purpose of delivering VET, and it will operate independently of the Consolidated Fund.
- iii. The unit cost per student and graduate for VET courses shall be determined on a periodic basis to serve as the basis for allocating money to vocational education and training centres/or for charging fees to individuals wishing to pay for VET training privately.
- iv. Funds will be allocated to the vocational education and training centres through county capitation based on the revised unit cost per student or unit cost per graduate for VET courses.

Objects for County Capitation

- i. The capitation shall help in addressing the following;
- ii. Improve enrolment since majority are not able to pay the cost of training;
- iii. Limited financial resources to cater for recurrent a training input (that is training materials, utilities among other critical inputs that are recurrent in nature);
- iv. Engagement of part time instructors to serve under the BoG terms;
- v. Buying tools and Equipment and upgrade of physical infrastructure in VTCs;
- vi. Instructors' capacity building;
- vii. Funding of the assessment and certification expenses (NITA/KNEC);
- viii. Repair, maintenance and improvement of the existing tools and equipment;
- ix. Skills competition and exhibitions.

Capitation Eligibility

The Capitation Fund shall benefit all the Vocational Training Centres that are registered by TVET Authority as Public Vocational Training Centres within Kisumu County. All the trainees in the VTCs shall benefit from the capitation.

Items under the Capitation

Repairs, maintenance, improvement and replacement:-This item shall be used to repair and maintain and improve tools and equipment and to replace them as per the recommended list. There is a requirement that there is a First Aid Kit in each workshop.

Textbooks, reference books, instructor guides, trainee manuals and other educational books: - Text books and reference materials must be bought as per the recommended list from the Ministry. The VTCS

must ensure proper storage of the books, guides and manuals to avoid frequent replacements. Funds in this item will be provided until a ratio of 1:1 (one text book to one trainee) is attained. Subsequently, the funds will be channeled to other priority areas. The text books are the properties of the institutions.

Instructional materials and internal examinations:- These shall include all the materials for all courses such as clothing materials, nails, lubricating oils, wood, metal sheets/bars, cement and sand, vehicle engine and model used for instruction and internal examination materials

Exercise books, hard cover books and drawing books: - 200 page exercise books are recommended to avoid frequent replacement.

Study Tours and Educational Seminars: - These are meant to enhance training and give trainee's practical learning including educational seminars as per guidelines from the Ministry. This item must not be used to finance leisure trips.

Electricity, water, bank and postal charges: - This will be used to meet electricity and water related costs, bank charges and postal charges only.

Stationery:- This item shall be used to procure chalks, pencils, and dusters, duplicating/photocopy paper, registers and other office supplies

Local travel and transport (LT&T):- The item shall be used to facilitate travel by Managers or Instructors on official duty outside the Vocational Training Centres, using Public Transport Only. The item may also facilitate travel by BOG members invited to attend Sub-County, County, or National forums organised by the Ministry of Education, Youth and Sports. However, this should be clearly stated in the invitation letters. Expenditure under this item must be supported by relevant travel documents.

Payment of Contracted Professional Services:- As a matter of priority, the VTC is required to contract or engage the services of professional and qualified part time trainers, Accounts Clerk, Security, Secretarial and store keeper required to support the Capitation scheme subject to availability of funds in the vote head. The contracted services should be hired on competitive basis through an objective process in consultation with the labour office.

Co-curricular activities: - This vote shall be used to enable VTCS carryout internal and inter-VTC games, sports, exhibitions, drama, music and dance competitions. The vote head can also be used to buy a First Aid Kit for co-curriculum activities.

Assessment and certification by external bodies (NITA/KNEC):- The trainees who have successfully undertaken the training shall be subjected to external assessment for purposes of certification. This expense shall be paid to the GoK recognised and regulatory bodies NITA and KNEC.

Infrastructural Development: - The vote shall address the infrastructural development in the institutions

Skills competition and exhibitions: - This shall support skills exhibitions

Medical and Emergencies: - This shall support emergency medical issues at the institutions and also cover insurance covers during industrial attachments

Each trainee shall receive Kshs. 40,000 (or as revised) per year from the Capitation Fund as summarised below:

S/No	Item	Total
1.	Repairs, maintenance, improvement and replacement of tools and equipment	5,200
2.	Text books, reference books, instructor guides and trainee manuals	2,350
3.	Instructional materials – cloths, nails, timber, cement and sand	8,500
4.	Exercise books – note books and drawing books	800
5.	Study tours and Educational seminars	500
6.	Electricity, water, bank and postal charges	500
7.	Stationery – chalk, registers, photocopying papers and other office supplies.	1,700
8.	Local official travel for Manager and Instructors	1,500
9.	Payment of contracted professional services	3,400
10.	Co-curricular activities – internal games and drama and inter – VTC competitions.	1,800
11.	External assessment and certifications (NITA/ KNEC),examinations materials	8,000
12.	Infrastructural Development	3,350
13.	Skills Exhibition and Completions	1,700
14.	Medical and Emergencies	700
	TOTAL	40,000

Fees paid by trainees

The following fee not included by in the Capitation shall be catered for by Parents/Bursary/Donors

S/No	Item	Total
1.	Lunch program	11,000

2.	Development	1,500
3.	Caution Money	500
5.	Administrative cost	700
6.	Insurance	1,500
7.	Admission.	500
8.	Students welfare	300
	Total	16,000

All TVET providers (institutions and individuals), both public and private, will be required to submit applications for funds in accordance with the stated need, and will be held accountable for the proper utilisation of the money disbursed to close the skills gaps identified.

Funds of the Vocational Training Center

The funds and assets of Vocational Training Centre shall consist of:

Such monies or assets as may accrue to or vest in the Vocational Training Centre in the course of the exercise of its powers or the performance of its functions provided in this Policy. Such monies as may be payable to the Vocational Training Centre pursuant to this policy or any other law; such monies as may be appropriated by the County Assembly for the purposes of the Vocational Training Centre and; all monies from any other source provided, donated or lent to the Vocational Training Centre.

PREREQUISITES FOR VTCS

The Accounting Officer In Charge of VET shall ensure there is a budgetary allocation for all VTC trainees inform of a Capitation grant. In addition this, all needy trainees in VTCs to be a warded county bursary.

The Directorate shall ensure that all VTCs within the county are registered with the TVETA and maintain an updated register of all VTCs. The directorate shall also conduct routine quality audit of the VTCs in conjunction with TVETA.

The county public service board to ensure that there is a minimum of two trainers per trade in a VTC. There should be an established scheme of service for trainers, centre managers/administration and non-training staff.

The directorate to ensure adequate infrastructural development in all VTCs by establishing a VTC infrastructure development fund in the budget.

The CEC-M in charge of VET shall strengthen partnerships and collaborations in VTCs with other stakeholders in TVET sector and other industry players by identifying, linking and signing of MOUs.

The Directorate of VET shall ensure establishment of income generating activities/production units in all VTCs.

The Accounting Officer in charge of VET to ensure that 50% of all infrastructural developments contracts is reserved for VTCs. This should include construction products and labour from the VTCs.

The Directorate of VET shall ensure that all the VTCs trainees that have undertaken adequate training are assessed and certified with relevant government bodies

Financial year

The financial year of Vocational Training Centers shall be the period of twelve months ending on the thirtieth June in each year.

Annual estimates

At least three months before the commencement of each financial year, the Board shall cause to be prepared estimates of the revenue and expenditure of a Vocational Training Centre for that financial year.

Accounts and Audit

Each Vocational Training Centre shall cause to be kept proper books and records of account of the income, expenditure, assets and liabilities.

Within a period of three months after the end of each financial year, the Board shall submit to the County Internal Auditor the accounts of the Vocational Training Centre in respect of that year together with:-

- i. A statement of the income and expenditure of the Vocational Training Centre during that year; and
- ii. A statement of the assets and liabilities of the Vocational Training Centre on the last day of that financial year.

The annual accounts of the Vocational Training Centre shall be prepared, audited and reported upon in accordance with the provisions of Articles 226 and 229 of the Constitution and the law relating to public audit.

Annual Report

The Board shall, at the end of each financial year cause an annual report to be prepared.

Without limiting what may be included in the annual report, the annual report shall include:-

- i. The audited financial report of the Vocational Training Centre;
- ii. Description of the activities of the Vocational Training Centre;

- iii. Such other statistical information as the Vocational Training Centre may consider appropriate relating to the Vocational

ANNEX II: TRANSITIONAL PROVISIONS

To the extent permitted by law, any institution that was registered as a vocational training center under the Basic Education Act; the Technical and Vocational Education and Training Act and offering programs up to the artisan certificate level; or such other institutions as the CECM may specify, shall be considered to be registered as a vocational education and training center.

Where an institution does not meet the basic requirements for registration, the CEC Member may issue a transitory certificate to the owner in the manner prescribed by the CEC Member and subject to such conditions as the CEC Member deems suitable.

If a CEC Member is not satisfied that the conditions mentioned in a certificate granted are being met, the CEC Member may cancel the certificate by written notification to the owner.

All immovable and moveable property that was vested in or possessed by the VTC immediately before to the beginning of this Act must vest in the respective institutions established without additional conveyance, transfer, or assignment.

All personnel who were staff members of the VTCs shall remain staff members and shall be assumed to have been appointed under an Act derived from this policy on the terms and conditions of service applicable to them immediately prior to the Act's start.