

COUNTY GOVERNMENT OF NYERI



COUNTY POLICY FOR VOCATIONAL TRAINING CENTRES



2020

Table of Contents

ACRONYMS	iii
Definition of Terms	v
EXECUTIVE SUMMARY	vi
CHAPTER 1: INTRODUCTION	1
County Overview	1
1.2 Nyeri Youth.....	5
1.3 Vision of Directorate of Education and Training.....	5
1.4 Mission of Directorate of Education and Training.....	5
1.5 Goal of the Policy	5
1.6 Core Values.....	5
1.7 Rationale for the Policy	6
CHAPTER 2	1
SITUATIONAL ANALYSIS	1
2.1 Overview of the YP/VTC Sector.....	1
2.2 Social Economic Context	2
2.3 Political Context	2
2.4 Technology, Research and Development Context	2
2.5 Environmental Context.....	3
CHAPTER 3	4
POLICY OBJECTIVES AND STRATEGIES	4
Objective One	4
Objective Two	4
Objective Three	4
Objective Four:.....	5
Objective Five:	5
CHAPTER 4	7
LEGAL AND INSTITUTIONAL FRAMEWORK	7

The Constitution of Kenya 2010	7
Kenya Vision 2030.....	7
Nyeri CIDP (2018- 2022).....	7
Technical and Vocational Education and Training (TVET) Act, 2013.	8
The Basic Education Act, 2013	8
Children Act, 2001.....	8
Persons Living with Disabilities Act, 2003.....	8
Public Private Partnerships Act, 2013	8
Industrial Training (Amendment) Act, 2012	8
Public Procurement and Disposal Act (Amendment), 2016	8
Public Finance Management (PFM) Act 2012	8
Science, Technology and Innovation Act, 2013	9
Ministry of Education, Science and Technology, Sessional paper no. 1 of 2005, on a Policy Framework for Education, Training and Research	9
Connected Kenya 2017, the National ICT Master Plan, 2014	9
4.2 Institutional Framework.....	9
CHAPTER 5.....	11
MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING (MEAL).....	11
POLICY REVIEW	12
6.1 Policy Review.....	12
6.2 Transition to the Policy.....	12
APPENDIX 1.....	13
THE NYERI COUNTY VTCS POLICY IMPLEMENTATION MATRIX.....	13

ACRONYMS

BOG	Board of Governors
CBET	Competency Based Education and Training
CBOs	Community Based Organisations
CDACC	Curriculum Development Assessment and Certification Council
CEB	County Education Board.
CECM	County Executive Committee Member
CIDP	County Integrated Development Plan
CO	Chief Officer
CPSB	County Public Service Board
CPSM	County Public Service Management
CSOs	Civil Society Organisations
DVET	Directorate of Vocational Education and Training
FBOs	Faith Based Organisations
ICT	Information and Communication Technology
ICTA	Information and Communication Technology Authority
IGAs	Income Generating Activities
KEPI	Kenya property institute
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics.
KNEC	Kenya National Examinations Council
KNQA	Kenya National Qualifications Authority
MCA	Member of County Assembly
MEAL	Monitoring, Evaluation, Accountability and Learning
NEMA	National Environment Management Authority
NGOs	Non-Governmental Organisations
NITA	National Industrial Training Authority

NITD	Native Industrial Training Deport
PEOs	Principal Education Officers
PFM	Public Finance Management
PPP	Public Private Partnerships
PWD	Persons living with Disabilities
QAS	Quality Assurance Standards
SCYTO	Sub County Youth Training Officer
SDGs	Sustainable Development Goals
TVET	Technical Vocational Education and Training
UN	United Nations
VET	Vocational Education and Training
VTC	Vocational Training Centre
YEDF	Youth Enterprise Development Fund
YP	Youth Polytechnic

Definition of Terms

Alumni - A former student of a particular school, college, or university.

Board of Governors - An independent governing body that oversees a state's public Colleges and Universities. A group of people that oversees or manages the running of an institution.

Collaboration - To work with another person or group in order to achieve or do something.

Industrialization - The development of industries in a country or region on a wide scale.

Instructor - A person who trains someone or something whose occupation is to guide or instruct people in a trade.

Marginalised - To put or keep (someone) in a powerless or unimportant position within a society or group.

Obsolete - No longer produced or used; out of date.

Pedagogical Skills- Ability to impart theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners.

Perception-Conscious understanding of something.

Rebranding- This is the process of changing the image of an organisation or taking an existing brand and changing or altering its message and design elements.

Vocational- education training that provides special skills rather than academic knowledge.

Youth- The individuals between the ages of 18 and 35 years (2010 constitution of Kenya) and ages 15-24 years (United Nations).

Youth Empowerment- The process whereby young people gain the ability and authority to make informed decisions and implement change in their own lives and the lives of other people.

EXECUTIVE SUMMARY

The Nyeri County VTC policy 2020 seeks to provide an opportunity for improving the quality of Vocational training centers and their participation in socio economic and technological processes as well as in community and civic affairs. It also advocates for creation of the supportive social, cultural, economic and political environment that will empower the VTCs to be partners in national development.

The Policy has underscored the importance and role that previous legislative, policy and institutional frameworks have been able to achieve in advancing the VTC agenda in Nyeri County. Some of the milestones acknowledged in this Policy are strengthening of stakeholder's involvement especially the national government; Competency based education and training; VTC registration in accordance with TVET Act 2013 among others.

The Policy clearly highlights the goal that provide a training framework and reposition the VTCs to play an effective role in the development of the youth for employment and life-long learning.

The Vision is: a lead in the provision of employability skills to the youth that is responsive to local market needs and national competitiveness.

The Objectives are:

- I. To re-engineer VTCs to enable them provide youth empowerment, employment and market driven skills development;
- II. Establish institutional framework that ensures a coherent partnership amongst government, employers, professional associations, non-governmental organizations, community and industry
- III. To promote good governance, for the growth and prosperity of VTCs;
- IV. To promote resource mobilization and utilization for sustainability of VTCs;
- V. To implement quality training in VTCs that is responsive to market needs.

The Values:

Transparency, accountability and integrity; High quality standards; Teamwork; Respect for human rights; Professional and ethical practice; Creativity and innovation and Patriotism.

The policy emphasizes that the narrative about the youth in Kenya should have a positive component. In this regard, the document shares the various challenges that face the youth such as: unemployment and lack of employability skills, poor health, insufficient socio-economic support, drug use and substance abuse and radicalization.

The policy has articulated the VTC sector empowerment and development priorities within the Nyeri context. The priorities that shall direct programmes and activities are; Leadership and Governance; Human Resource Management; Training Programmes and Marketing; Infrastructure, Tools and Equipment; Resource Mobilization. The Policy provides a well-defined mechanism that will support effective implementation, coordination, monitoring, evaluation and report on VTCs empowerment and development interventions. The mechanism will include relevant stakeholders, Inter-Agency Forums and the Directorate in charge of VTCs. Each of the players shall be assigned specific roles and expectations.

The implementation will be through the integrated plan and annual Action Plans detailing policy priorities, key actions, indicators, timelines, responsibility, and estimated financial and non-financial resource mobilization and budgetary requirements.

The Policy proposes that the County Government shall allocate adequate funds in the Annual Budgets to facilitate its successful implementation. It is also expected that the Policy will be revised after three (3) years and or when need arises or when other related county government legal and policy frameworks are revised. Finally, the Policy is a credible guide and reference tool for effective development and implementation of VTCs empowerment and VTC development interventions in Nyeri County.

CHAPTER 1: INTRODUCTION

County Overview

Nyeri County is county no. 19 and it is located in central region of the country. It covers an area of 3,337.2 Km² and is situated between longitudes 36°38" East and 37°20" East and between the equator and latitude 0° 38' South. It borders Laikipia County to the north, Kirinyaga County to the East, Murang'a County to the south, Nyandarua County to the West and Meru County to the northeast. The county has eight administrative sub counties namely: Kieni East, Kieni West, Mathira East, Mathira West, Nyeri Central, Mukurwe-ini, Tetu and Othaya. Further, there are 30 electoral wards spread across the six constituencies in the county.

Nyeri County has an estimated population of 759,164 comprising 374,288(49.3%) male and 384,485(50.7%) female according to KNBS 2019 census report. Out of this population the youth comprise 28%, below 5 years at 13% while those over 65 years at 6.5%.

The County experiences equatorial rainfall due to its location within the highland zone of Kenya. The long rains occur from March to May while the short rains in October to December, but occasionally this pattern disrupted by abrupt and adverse changes in climatic conditions.

The annual rainfall ranges between 1,200mm-1,600mm during the long rains and 500mm-1,500mm during the short rains. In terms of altitude, the county is 1812 meters, or 5944 feet above the sea level and registers monthly mean temperature ranging from 12.8°C to 20.8°C.

The County lies between Mt. Kenya and the Aberdare ranges with Agriculture as the main economic activity. The county is renowned for horticultural farming and other Agricultural that act as a source of income. These activities include dairy farming and fish keeping. There are also a number of light industries, tea and coffee factories providing a market and employment to residents of Nyeri. There are major urban centres such as Nyeri, Karatina, Kiawara, Othaya, Kiahungu, Chaka and Narumoro. The county headquarters is in Nyeri town that is easily accessible from all the eight sub counties and situated approximately 150 km from Nairobi.

In the county, Youth employment remains an important issue not only because of the need to empower the youth economically but also harnessing the human resource for national development.

In recognition of the problem of youth unemployment, the County as well as in partnership with national government has introduced a number of measures to enhance employability of the Nyeri youth. Some of the measures include the promotion of skills development programs, revision of the education sector strategy, the introduction of the Youth Enterprise Development Fund (YEDF), the introduction of Uwezo Fund, Nyeri County enterprise development fund and the devolution of Youth training programmes. Youth employment challenge continues to be enormous because of the increasing gap between labour supply and the opportunities for wage employment at the firm level among others.

It is fundamental to note that, to eradicate poverty and improve standards of living is by creating opportunities and incentives for firms to invest productively, create jobs and expand informal sector self-employment. The problem of gainful employment for the educated youth has become more acute due to the requirement of most employers for relevant practical experience before engagement. This is the result of the mismatch between institutional training and the needs of the industry. In order to remain relevant, training institutions should follow by the demand in the labour markets and industry on current skill requirements.

Vocational training centres (VTCs) are institutions that offer training in vocational, entrepreneurial, Information Communication Technology and life skills for employability and sustainable livelihood.

The training targets primary school graduates form four leavers and other persons to provide education and pathways for attaining life-long learning through the Technical and Vocational Education and Training system.

In September 2013, the County Government of Nyeri formed a TVET task force, whose mandate was to provide advice and make recommendations to the government on vocational education, training and employment. The task force was to further advice on the actions needed to improve the operations and outcomes of the TVET sector in the County. TVET-CDACC has trained two hundred VTC trainers on implementation of Competency Based Education and Training (CBET). Training entailed Competency Based Training and Assessment. This is a hands-on training where trainees acquire competencies required for performance of tasks in the area of specialization as well as

improved trainee's engagement. The training is flexible as it helps individuals develop specific competencies in a more accurate and timely manner. CBET curriculum emphasizes complex outcomes of learning process (knowledge, skills and attitudes to be applied by trainees) rather than focusing on what the trainee is expected to know or learn. There is great potential in VTCs but were facing many challenges.

The challenges are;

- Lack of policy framework for VTCs.
- Inadequate, dilapidated and obsolete facilities: Most VTCs are not adequately prepared to offer quality technical training due to poor infrastructure, inadequate instructional materials, tools and equipment and mismanagement of the same.
- Lack of effective quality assurance mechanisms.
- Negative perception of VTCs: Negative perception of VTCs by the community as inferior institutions.
- Competency of instructors: Many of the instructors lack technical, managerial and pedagogical skills.
- Low motivation of instructors: Instructors are demotivated by various factors among them poor remuneration and working conditions.
- Inadequate funding: Most of the VTCs are financially constrained due to inadequate budgetary support and inability of trainees to pay fees.
- Weak governance: The governance in VTCs is weak due to lack of clear legal and institutional framework on which the Boards of Governors operate.
- Lack of facilities for physically challenged; Most VTCs have no provision for persons with special needs.
- Lack of recreation facilities: Most VTCs have no recreational facilities for the trainees.
- Lack of amenities: Some VTCs lack reliable water, electricity supply and sanitation facilities.
- Weak partnerships: Most VTCs have limited collaboration and networking arrangements with partners.
- Lack of financial compliance: Some VTCs lack proper accounting practices.

- Lack of proper security: Most VTCs lack security structures such as fences and security personnel thus posing a major security threat to the institutions.
- Poor staffing: Most of the VTCs have inadequate number of both the teaching and non-teaching staff.
- Lack of land ownership documents: Most of the VTCs do not have the required land ownership documents.
- Lack of TVET registration in some VTCs.

Effective management of VTCs require a clear policy to provide a regulatory framework and to articulate the roles of various stakeholders in these institutions. This policy therefore addresses key aspects of VTCs and provides a critical strategy for achieving Kenyan Vision 2030.

The policy development was through a participatory approach involving the Department of education and sports, members of the TVET task force, department's technical team, VTC managers, VTCs Boards of Governors, VTC Officers, County Education Board, Community, Government ministries and agencies and other stakeholders.

The Directorate of Education and Training in Nyeri County has supervisory role of the VTCs in the county. Through youth empowerment in the provision of quality training in technical, vocational and life skills, it fulfils the following requirements:

- Meet constitutional rights. The Constitution of Kenya 2010 identifies the youth as a marginalised group, and thus sets the need for affirmative action towards empowering the youth through provision of education and training. It also envisages youth access to relevant education and training as a right, Article 55 of the Kenyan constitution.
- Realise Kenya Vision 2030 objectives and other national development goals.
- Achieve the requirements outlined in the TVET Act 2013.
- Attain goal number four (provision of quality education) in the Sustainable Development Goals of the UN.
- Realise the current CIDP (2018-2022) priorities (Youth training).
- Attainment of the BIG 4 Agenda.

1.2 Nyeri Youth

Nyeri County has a rapidly growing and young population that puts great pressure on education, training and employment. Additionally, it poses serious socioeconomic challenge which include:

- Limited access to secondary education due to high fees charged in some schools
- Lack of employable skills for the labour market
- Lack of a clear entry and re-entry mechanism in the education system
- Vulnerability to crime (radicalization and extremism among others), drug and substance abuse
- Lack of entrepreneurial culture and skills
- Inadequate initiatives in development of life skills
- Limited access to information and communication technology
- Limited recreational and sports facilities
- Limited participation and lack of opportunities in social, political and economic development.

Youth contribution to future development, productivity and participation in national development can be enhanced through quality education and training in VTCs.

1.3 Vision of Directorate of Education and Training

To be a leader in provision of employability skills to the youth that is responsive to local market needs and national competitiveness.

1.4 Mission of Directorate of Education and Training

To provide vocational education and training that is responsive to the requirements of the county economy and national competitiveness.

1.5 Goal of the Policy

The goal of the policy is to provide a training framework and reposition the VTCs to play an effective role in development of the youth for employment and life-long learning.

1.6 Core Values

The underlying core values of this policy include:

- Transparency, accountability and integrity.
- High quality standards
- Teamwork

- Respect for human rights
- Professional and ethical practice
- Creativity and innovation
- Patriotism

1.7 Rationale for the Policy

The VTC policy recognizes that vocational education and training is an investment with significant returns including the well-being of the youth, enhanced productivity and competitiveness in the economy. This policy will provide guidelines for a coordinated approach to supporting and promoting economic growth through quality technical, industrial, vocational and entrepreneurial training programmes in the VTCs.

CHAPTER 2

SITUATIONAL ANALYSIS

2.1 Overview of the YP/VTC Sector

The YPs in Nyeri started as the rest in the country with the arrival of the missionaries. The objective was to train in vocational skills for Africans to supply cheap labor required by the white settlers. The white settlers believed that the mind of an African was too small to accommodate academic education and that with Kabete Technical Training Institute that started in 1922 as Native Industrial Training Deport (NITD). In Nyeri County, Giathugu and Kaheti VTCs in Mukurweini, Karatina VTC in Mathira East, Othaya and Rukira (initially called Wamumu) VTCs in Nyeri South were among the first to be established.

The National Council of Churches of Kenya first established youth polytechnics (YPs) originally known as “village polytechnics”, in 1968. The Kenya Government embraced the concept of YPs with the support of local communities and churches in 1971 in order to ensure that school leavers had access to skills and management training. These institutions were to equip the youth in various vocational trades, management skills, including attachment in formal and informal sectors. The (YPs) institutions are expected to ensure that trainees: -

- Develop knowledge, skills and attitudes which will lead them into income generating activities in the area they live and;
- Learn to use the skills and talents for improving the standards of communities in which they live, and stem rural-urban migration

Towards the achievement of the above goals, the Government of Kenya together with the local communities, religious and non-governmental organizations and with the support from development partners has over the last 30 years contributed to putting up over 600 YPs in the country out of which 39 are in Nyeri County.

Conversely, there is a mismatch between labour supplied through the YPs and demand in the labor market that has culminated in a large number graduates who cannot find employment in the formal sector of the economy or be self-employed because they lack appropriate skills. Ever since independence, these

institutions have continued to receive negligible amount of financial investment and management support from the government. (Nyeri TVET Taskforce, 2013)

2.2 Social Economic Context

Industrialization of the economy is important for sustainable socio-economic development in Nyeri County. This calls for a human resource base comprising of an educated population and a sufficiently large workforce with relevant skills, attitudes and values. The realization of Kenya Vision 2030 requires personnel equipped with appropriate technical and entrepreneurial skills. A sound skills promotion and development programme will not only enhance employment creation for the youth but also provide the building, manufacturing and other sectors with skilled labour force for accelerated growth. There is a perception that, VTC graduates are unskilled at the job market. Similarly, due to erratic incomes in Agriculture (horticulture and tea) hindering smooth payments of school fees; high dropout rate from VTCs to engage in economic activities such as tea picking and supply labour in Agricultural areas; unpredictable weather escalate poverty thus making it difficult for VTCs to support feeding programmes.

2.3 Political Context

In any progressive county positioning itself for an economic take off, such growth is not separable from political goodwill. VTCs in Nyeri County currently experience limited resources (funding and manpower). There is need for stringent laws to shield VTCs at local level hence supporting allocation of adequate funds, advocating for procurement of VTCs' goods/services and recruitment of adequate supply of trainers. With political advocacy, these institutions will achieve great mileage and acceptability. VTCs is a devolved function and the biggest drivers of the Big 4 Agenda and therefore resource allocation should be prioritized and equitably distributed so as to make sure the youth from all regions get access to quality education and training for maximum socioeconomic transformation.

2.4 Technology, Research and Development Context

Linkage and partnerships should be embraced ascertain that trainers as well as the trainees get in touch with the latest technology in the industries for the purpose of enhancing employability. VTCs are currently not carrying out any market scans to ascertain demand driven programs in various VTCs. In this regards, they continue to train courses that has no demand in the labour market. Emerging issues such as COVID 19 has brought new dynamics (virtue

learning) in VTC training in Nyeri County. No learning in VTCs has taken place during COVID 19 periods due to inability of VTCs to stream the training on-line/ electronically and that many trainers are not ICT compliant. Efforts are however underway to mitigate this challenge in future including enacting a policy to address it.

Before the introduction of a new technology, trainers/ instructors should be sensitized to build capacity and thereafter impart acquired skills to trainees. For VTCs in the county to be competitive, key stakeholders in technology, research and development ought to be on board to establish innovation hubs to incubate trainee's appropriate technologies.

2.5 Environmental Context

Workplace standards are critical ingredients of an ideal work environment. Most VTCs in the county do not have strict adherence to NEMA and other public health agencies' regulations. This is for the safety of all users of the VTC premises. The workshops and learning rooms should have proper noise control, reliable source of water, sanitary facilities and waste disposal mechanisms. Majority of VTCs lacks trainees and other workers' compensation insurance schemes; a health personnel or a health facility. Working environment should be improved i.e. workshop heights, workshop arrangements, ventilation, cleanliness and the general VTC compound should be enhanced in accordance with Factories and other places of work Act 2004 and Occupational health and safety Act 2007.

CHAPTER 3

POLICY OBJECTIVES AND STRATEGIES

For effective implementation of this Policy, the following objectives and strategies are pertinent.

Objective One: To Strengthen Leadership in the management of VTCs

Strategies

- To develop mechanisms for registration of all VTCs in accordance with set regulations.
- To establish Boards of Governors as body corporate for each VTC in accordance with set regulations.
- To develop capacity of Officers supervising VTCs in leadership and governance.
- To develop capacity of Boards of Governor's members, Managers and VTC instructors in corporate leadership and governance
- To develop and implement strategic plans for VTCs.

Objective Two: To develop Human Resource capacity

Strategies

- To implement recruitment of adequate and qualified VTC instructors.
- To develop and implement a performance management system.
- To develop capacity of staff.
- To develop and implement scheme of service for staff.
- To implement responsibility allowance for persons directly in charge of VTCs and those charge at the sub county level.

Objective Three: To implement training programs that meet market demands.

Strategies

- To implement relevant training in the VTCs through identification of suitable courses to respond to labour market needs locally and globally.
- To establish Collaboration with the relevant stakeholders in training, Curriculum Assessment and Certification. (NITA, KNEC, KICD, CDACC)
- To implement Competency Based Education and Training (CBET) in VTCs.
- To develop the culture of innovation and creativity and protection of intellectual property rights.
- To create an enabling environment for youth to participate in talent development and sporting activities.

- To establish Quality Assurance and standards unit to monitor and evaluate VTCs to ensure compliance with set standards in the National Qualification Framework.
- To establish VTC Marketing unit that will develop a VET brand, promotion campaigns, rebranding and marketing of VTCs.
- To implement mentorship and role modelling programmes.
- To distribute funding to all eligible VTC trainees in the County through allocation of at least one third of the allocated county education fund.
- To establish financing mechanisms through bursaries and scholarships to poor, disadvantaged, vulnerable groups and persons with special needs.
- To implement ICT education and training into VTC programs.
- To implement the proper use of ICT as a tool for effective management, inventory, communication, research and development.
- To implement the use of ICT for innovation and entrepreneurship development.

Objective Four: To improve Infrastructure, Tools and Equipment.

Strategies

- To revise budgetary allocation in the county budget for the provision of infrastructure, tools and equipment for VTCs.
- To establish partnership with stakeholders in the provision of adequate infrastructure, tools and equipment.
- To develop and systematically implement an infrastructure improvement programme to match the changing needs.
- To implement the use of green energy such as solar energy, bio-mass and Wind mills in VTCs.

Objective Five: To mobilize resources

Strategies

- To create awareness in VTCs on the benefits of collaboration and networking.

- To establish positive attitude towards VTCs through collaboration and networking.
- To establish research and development initiatives.
- To establish a budgetary support by the County Government.
- To implement public-private partnership in the sector.
- To establish relations with organisations that fund youth initiatives.
- To implement income generating activities.
- To establish alumni associations.
- To develop and implement cost recovery and reduction strategies.

CHAPTER 4

LEGAL AND INSTITUTIONAL FRAMEWORK

The legal framework shown hereunder is adopted to guide in the formulation and implementation of this Policy:

The Constitution of Kenya 2010

Article 53 1 (b) Every child has right to free and basic education. VTCs trainees are from basic education; Article 54 1(b) Persons living with disability to access educational institutions. PWD are part of VTC trainees; Article 55 is about Youth who are largely VTC's trainees; Article 56 on Minority and Marginalised groups are provided special opportunities in education and economic fields which VTCs can achieve; Schedule 4 part 2 (9) is the function of the county government that is Village polytechnics (VTCs)

Kenya Vision 2030

VTCs are impliedly captured under the social pillar of Vision 2030 which where the pillar includes education, Training (VTCs are here), water, irrigation, environment, health, urbanization, gender, sports, youth and culture. In linking with CIDP, the Nyeri County in CIDP 2018-2022 shall advocate for full mainstreaming of VTCs and development of youth talents and sports.

Nyeri CIDP (2018- 2022)

The Education skills, literacy and infrastructure and the role of YPs is captured pg 3. The linkage between other plans e.g. Vision 2030 (social Pillar on education); SDGs (Goal no 4 on quality education); Big 4 Agenda (food security (agribusiness training); housing (training on building construction trades), affordable health care (production of health materials in VTCs), manufacturing (VTCs graduates for industry) pg 42. Under county development priorities and strategies (Sector development priorities eg Vocational Training Development pg 78 & 79

Sustainable Development Goals of the UN

Goal 4: Ensure inclusive and equitable quality education and promote long life learning opportunities for all. In linking CIDP to SDGs in CIDP 2018-2022, the county will integrate TVET programmes into local economic development strategies making sure training is valuable to labour market opportunities.

Technical and Vocational Education and Training (TVET) Act, 2013.

All parts of this Act addresses TVETs (VTCs are TVET institutions). Part V on organization of Training institutions section 26(1) categorise VTCs.

The Basic Education Act, 2013

Specifically, Section 25 2(e) on Committees of the CEB and Section 26(1) on the role of County governments. The two sub-sections discuss the VTCs.

Children Act, 2001

Part II section 7(2) every child is entitled to free basic education. Basic education institutions are the feeder of VTCs with trainees.

Persons Living with Disabilities Act, 2003

This Act is crucial for VTCs since in Section 18 on education, the Act restrict a person or learning institution from discriminating another person from education, training and related services by virtual of their disability.

Public Private Partnerships Act, 2013

All parts of the Act are key to VTCs as they spell out regulations of sustainable PPP which is key in their development.

Industrial Training (Amendment) Act, 2012

Functions of NITA (one of the Examination body of VTCs) sited in section 3A; Industrial Attachment for VTCs trainees under industrial training sited in section 7B. The training schemes/ training curricula from NITA for use by VTCs is sited in section 21 and 22

Public Procurement and Disposal Act (Amendment), 2016

All sections of the Act guide procuring entities (eg VTCs) on how to carry out procurement of goods and services.

Public Finance Management (PFM) Act 2012

VTCs are a devolved function. Part IV section 125 guide VTCs on the budget making process while section 147 provides the responsibility of accounting officers in management of public finance. Accounting officers refers to CO (education and sports) and VTC Managers.

Science, Technology and Innovation Act, 2013

Part VI on The Kenya National innovation Agency and section 29 on the function of the Agency. VTCS are key in innovation and therefore important to collaborate with the Agency.

Ministry of Education, Science and Technology, Sessional paper no. 1 of 2005, on a Policy Framework for Education, Training and Research

Chapter IV on Expanding Access, Equity and Improving quality and expounding on Technical Industrial Vocational Entrepreneurship Training {TIVET-old version of TVET (VTCs is one of them)}

Connected Kenya 2017, the National ICT Master Plan, 2014

The whole master plan spells out how the country connectivity through ICT infrastructure by 2017. Some VTCs are enjoying this wave of ICT connectivity.

4.2 Institutional Framework

The following are the roles and responsibilities of the various players in the Vocational Training Centres as outlined:

i. County Executive Committee Member in charge of Education and Sports.

The County Executive Member in charge of Education and Sports shall ensure that the legal and regulatory framework for VTCs is in place.

ii. Chief Officer in charge of Education and Sports

The Chief Officer shall facilitate the implementation and review of this policy in liaison with other state and non-state actors.

iii. Director Education and Training

The Director shall coordinate the implementation of this policy and ensure the implementation of VTC programmes and is responsible for the overall management and administration of the Vocational Training Centres function.

iv. County Vocational Training Centres Co-ordinator

The VTC Co-ordinator will collate and send VTC data to the county mobilize and carry out capacity building of VTC stakeholders. He/she should be

involved in interpretation and review of VTC curriculum. The Co-ordinator shall be responsible for overall management and administration of the VTCs function and of this policy.

v. **Principal Education Officer and Sub County Youth Training Officer**

Each Sub County will have a Principal Education Officer and Sub County Youth Training Officer and will jointly and in consultation be responsible for overseeing the implementation of this policy and ensure the implementation of VTC programmes. Each shall be responsible for the overall management and administration of the VTC's function.

vi. **VTC Manager/Principal**

Each VTC will have a manager who will be responsible for coordinating overall management, administration and development of the VTC.

CHAPTER 5

MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING (MEAL)

This policy implementation will be in a coordinated process by various stakeholders/actors that includes but not limited to; the Department of Education, Finance, Agriculture, Gender Youth and Social Services, Cooperatives, Children, Trade and industry. In addition, a wide range of non-state actors including private sector, Civil Society Organizations (CSOs), Non-Governmental Organizations (NGOs), Faith Based Organizations (FBOs), media and development partners will play a critical role.

The Policy implementation mechanism will be through annual action plans that details policy priorities, key actions, indicators, timelines and responsibility. The County shall allocate a minimum of one third of allocated county education fund among other funds to VTC sector programmes, projects and activities. Therefore, this policy makes provisions for the establishment of effective MEAL and application to all programmes. It stresses effective MEAL to ensure sustainable, transparency, accountability and professionalism at all levels.

The Department responsible for Education will play the leading role in coordination and shall develop mechanisms using formal and informal channels in communicating the policy to all relevant stakeholders.

CHAPTER 6

POLICY REVIEW

6.1 Policy Review

The Nyeri VTC Policy and its implementation framework will be by various stakeholders/actors. Review of the policy will be after 3 years and or as the when a need arises to take into account emerging issues and trends in Vocational Training.

6.2 Transition to the Policy

Existing agencies, legislation and laws governing VTCs shall remain in force for the time being. The policy shall become operational on the enactment date.

APPENDIX 1

THE NYERI COUNTY VTCS POLICY IMPLEMENTATION MATRIX

Policy Objective	Strategies	Activities	Indicators	Timelines	Prime Responsible	Other Actors
To strengthen Leadership in the management of VTCs	Develop mechanisms for registration of all VTCs in accordance with set regulations.	Initiate and conclude registration of VTCs.	Number of VTCs registered	January 2021- December 2022	Department of education and sports (CECM,CO, Director, PEOs, SCYTOs, BOG, VTC	Principal/managers , Instructors), TVETA
	Establish Boards of Governors as body corporate for each VTC in line with set regulations.	Identify, nominate, inaugurate and appoint B.O.G members.	Number of B.O.Gs in place.	July 2021- December 2021	Department of education and sports,	MCA, local administration, sponsors
	Develop capacity of Officers supervising VTCs in leadership and governance.	Develop capacity of Officers supervising VTCs in leadership and governance	<ul style="list-style-type: none"> • Number of trainings carried out • Number of courses annually • Number of officers trained. 	Jan 2021- Dec 2023	The Department of education and sports, partners	Principal/manager s, Instructors), TVETA
	Develop capacity of Boards of	Develop training curriculum for the f	<ul style="list-style-type: none"> • Number of trainings 	Jan 2021- Dec 2023	The Department of education and	Principal/managers, Instructors), TVETA

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	Governor's members, Managers and VTC instructors.	Boards of Governor's members, Managers and VTC instructors.	<p>carried out</p> <ul style="list-style-type: none"> • number of board members trained • improved management of the VTC 		sports, partners	
	Develop and implement strategic plans for VTCs.	<ul style="list-style-type: none"> • Budget for the strategic plan • Hire the resources persons • Hire training venues • Conduct training Workshops, • Launch of the strategic plan 	<ul style="list-style-type: none"> • Training curriculum developed • Increased number of students registered • Increased number of courses offered • Increased in revenue generated 	Jan 2021 – Dec 2023	The Department of education and sports, B.O.Gs and partners.	Principal/manager s, Instructors), TVETA
To develop human resource capacity	Recruitment of adequate and qualified VTC instructors.	<ul style="list-style-type: none"> • Advertise the posts internally and in the daily papers • Conduct interviews 	<ul style="list-style-type: none"> • Number of instructors recruited. 	July 2021 – Dec 2023	The department of education & Sports, Department of finance, CPSB.	Principal/manager s, Instructors), TVETA

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		<ul style="list-style-type: none"> Recruit the teaching staff 				
	Develop and implement a performance management system.	<ul style="list-style-type: none"> Develop annual staff work plans Place the staff on annual performance appraisals. 	Number of staff appraised.	July 2021- Dec 2023	Department of education and sports, CPSM, CPSB.	Principal/managers, Instructors), TVETA
	Capacity building of the staff	<ul style="list-style-type: none"> Hold capacity building sessions for instructors, VET officers 	Number of instructors, VET Officers trained.	Jan 2021- Dec2023	The department of Education and sports, CPSM, collaborates.	Principal/managers, Instructors), TVETA
	Develop and implement scheme of service for staff	<ul style="list-style-type: none"> Implement the scheme of service 	Number of staff promoted and rewarded.	Jan 2021- Dec 2023	The department of education and sports, CPSM, CPSB.	Principal/managers, Instructors), TVETA
	Implement responsibility allowance for persons directly in charge of VTCs and those in charge at the sub county level.	<ul style="list-style-type: none"> Implement Responsibility allowance for the specified officers 	Number of officers remunerated.	Jan 2021- Dec 2023	Department of education and sports, the department of finance, CPSM, CPSB.	Principal/managers, Instructors), TVETA
To implement training	Implement relevant training	<ul style="list-style-type: none"> Undertake market 	<ul style="list-style-type: none"> Market survey report 	Jan 2021- Dec2023	The department of education and	The department of finance,

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programs that meet market demand	in the VTCs through identification of suitable courses to respond to labour market needs locally and globally.	survey to identify market/ demand driven programs.	<ul style="list-style-type: none"> completed. Number of suitable courses identified. 		sports,	consultants and researchers, collaborates.
	Establish and collaborate with the relevant stakeholders in training, Curriculum Assessment and Certification. (NITA, KNEC, KICD, CDACC)	Hold Collaborative meetings with the relevant stakeholders in training, Curriculum Assessment and Certification.	<ul style="list-style-type: none"> Number of VTC instructors trained, Number of meetings held and Number of trainees certified. 	Jan 2021- Dec 2023	The department of education and sports, curriculum support agencies.	Principal/managers, Instructors), TVETA
	Implement CBET Curriculum in VTCs.	Train under CBET curriculum.	<ul style="list-style-type: none"> Number of trainees graduating with relevant unit(s) of competencies 	Jan 2021- Dec 2023	The department of education and sports, curriculum support agencies, TVET-CDACC.	Principal/managers, Instructors), The department of finance, the national government, industry partners.
	Distribute funding to all eligible VTC trainees in the County through allocation of at least one third of	<ul style="list-style-type: none"> Award grants, bursaries and scholarships funds to eligible VTC trainees in the county. 	<ul style="list-style-type: none"> Amount of funds allocated. Number of trainees supported. 	Jan 2021- Dec 2023	The department of education and sports (CECM, CO),	The department of finance, the national government

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	the allocated county education fund.					
	Establish financing mechanisms through bursaries and scholarships to poor, disadvantaged, vulnerable groups and persons with special needs.	Award grants, bursaries and scholarships funds to eligible VTC trainees in the county	Amount of funds allocated. Number of trainees supported.	Jan 2021- Dec 2023	The department of education and sports (CECM, CO),	The department of finance, the national government
	Implement ICT education and training into VTC programs.	<ul style="list-style-type: none"> • Procure ICT equipment's • Hire consultants to train VTC staff • Conduct training workshop • Introduce ICT program in VTC 	<ul style="list-style-type: none"> • Number ICT equipment procured and installed • Training program of ICT mainstreamed and integrated 	Jan 2021- Dec 2023	Department of education and sports, ICTA, Governor's office,	The department of finance, Curriculum development agencies, B.O.Gs
	Implement the proper use of ICT as a tool for effective management, inventory, communication,	<ul style="list-style-type: none"> • Mainstream and integrate use of ICT tools in VTC programs management. 	<ul style="list-style-type: none"> • Percentage increase of use of ICT tools in VTC programs management. 	Jan 2021- Dec 2023	Department of education and sports, ICTA, Governor's office,	The department of finance, Curriculum development agencies, B.O.Gs

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	research and development					
	Implement the use of ICT for innovation and entrepreneurship Development.	<ul style="list-style-type: none"> Innovations of ICT in enterprise development 	<ul style="list-style-type: none"> Number of ICTES programs in VTCs 	Jan 2021- Dec 2023	Department of education and sports, ICTA, Governor's office, the department of finance, Curriculum development agencies, B.O.Gs	
To Improve infrastructure, tools and equipment.	Earmark county budget for the provision of infrastructure, tools and equipment for VTCs.	<ul style="list-style-type: none"> Revise county budget to provide for procurement of tools, equipment and facilities. 	<ul style="list-style-type: none"> Number of facilities provided with tools and equipment's. 	Jan 2021- Dec 2023	The department of education and sports,	The department of finance, the department of public works, the national government.
	Establish partnership with stakeholders in the provision of adequate infrastructure, tools and equipment..	<ul style="list-style-type: none"> Undertake partnerships meetings with stakeholders and industry for use of technology. 	<ul style="list-style-type: none"> Percentage increase in number of partnerships created. 	Jan 2021- Dec 2023	The department of education and sports,	The department of finance, the department of public works, the national government, industry partners

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	Develop and systematically implement an infrastructure improvement programme to match the changing needs.	<ul style="list-style-type: none"> Undertake an infrastructure, tools and equipment improvement programme. 	<ul style="list-style-type: none"> Number of infrastructure, tools and equipment improvement programmes carried out 	Jan 2021- Dec 2023	The department of education and sports,	The department of finance, the department of public works, the national government, industry partners
	Introduce the use of green energy such as solar energy, biomass and Wind mills in VTCs.	<ul style="list-style-type: none"> Carry out training to the VTCs to benefit with green energy. 	<ul style="list-style-type: none"> Number of VTCs benefitted. 	Jan 2021- Dec 2023	The department of education and sports,	The department of finance, the department of public works, the national government, industry partners
	Enhance culture of innovation and creativity and protection of intellectual property rights.	<ul style="list-style-type: none"> Carry out showcases exhibitions and skills competitions. 	<ul style="list-style-type: none"> Number of innovations made and applied in training in the VTCs 	Jan 2021- Dec 2023	The department of education and sports (CECM, chief officer, Director, SCYTOs	VTC Principal/Manager, Instructor), Department of finance, KEPI, partners.

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	Create enabling environment for youth to participate in talent development and sporting activities.	<ul style="list-style-type: none"> Undertake and participate in talent development and sports activities. 	<ul style="list-style-type: none"> Number of students skilled in talent showcasing and sport activities 	Jan 2021- Dec 2023	The department of education and sports (The CECM, chief officer, Director, SCYTOs,	VTC Principal/Manager, Instructor), Department of finance, KEPI, partners.
	Establish Quality Assurance and standards unit to monitor and evaluate VTCs to ensure compliance with set standards in the National Qualification Framework	<ul style="list-style-type: none"> Carry out monitoring and evaluation of VTCs on Quality Assurance and standards to ensure compliance with the National Qualifications framework. 	<ul style="list-style-type: none"> Number of VTC that have introduced and sustained quality assurance standards 	Jan 2021 -Dec 2023	Department of education and sports (quality and assurance unit),	KNQA, TVETA

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	Establish VTC Marketing unit that will develop a VET brand, promotion campaigns, rebranding and marketing of VTCs.	<ul style="list-style-type: none"> Established VTC marketing campaigns and other initiatives Unit 	<ul style="list-style-type: none"> Number of marketing campaigns and initiative carried out. 	Jan 2021- Dec 2023	The department of education and sports,	Media, BOG, VTC Managers, instructors
To Mobilize resources	Create awareness in VTCs on the benefits of collaboration and Networking.	<ul style="list-style-type: none"> Initiate productive collaboration and network meetings with stakeholders in the VTCs. 	<ul style="list-style-type: none"> Increased collaborations and network with stakeholders. 	Jan 2021- Dec 2023	The department of education and sports,	Ministry of Industrialization, industry, NITA, CDACC partners
	Research and development initiatives.	<ul style="list-style-type: none"> Identify and undertake research and development initiatives in VTCs. 	<ul style="list-style-type: none"> Number of research and development initiatives in VTCs 	Jan 2021- Dec 2023.	The department of education and sports,	Ministry of Industrialization, industry, NITA, CDACC partners
	Undertake fundraising by establishing relations with organizations to fund trainees'	<ul style="list-style-type: none"> Conduct collaborative forums to initiate partnership programs 	<ul style="list-style-type: none"> Number of trainees funded through collaborative forums 	Jan 2021- Dec 2023	The department of education and sports,	National government, partners

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	initiatives.		conducted			
	Introduce income-generating activities.	<ul style="list-style-type: none"> Initiate IGAs in VTCs 	<ul style="list-style-type: none"> Number of IGAs initiated in VTCs 	Jan 2021-Dec 2023	The department of education and sports,	BOG, Instructors, Trainees partners
	To establish alumni associations.	To identify and implement VTCs alumni associations	Number of alumni association identified and initiated VTC.	Jan 2021-Dec 2023	The department of education and sports	BOG, Instructors, Trainees partners
	Establish and implement cost recovery and reduction strategies.	<ul style="list-style-type: none"> Establish a cost reduction recovery unit 	<ul style="list-style-type: none"> Percentage reduction on cost of training programs. 	Jan 2021-Dec 2023	Department of education and sports (CECM,CO, Director, PEOs, SCYTOs,	BOG, VTC principal/managers, Instructors, Trainees