

# Reforms in Technical and Vocational Education and Training (TVET) in Kenya: Focus on Variables That Influence Sustainable Development

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## ABSTRACT

*The Government of Kenya initiated several reforms in the Technical and Vocational Education and Training (TVET) subsector to achieve sustainable development. This study sought to identify some variables perceived by key stakeholders to influence sustainable development in the country. The study was premised on Vygotsky's (2018) Constructivism Theory which stresses that knowledge is best gained through the process of reflection and active construction in the mind. The study employed a descriptive survey design. Slovenes' formula was used to generate a sample of 380 participants from a population of 7,411 composed of 1,156 Principals, 6,205 Trainers and 50 Graduates. Stratified random sampling was used to select 12 TVET principals, 343 TVET trainers and 25 TVET graduates. Questionnaires for principals, trainers and TVET graduates as well as interview schedules were used to collect data. Qualitative data from interview schedules were analyzed thematically while quantitative data from questionnaires were analyzed using descriptive statistics. The study established that the main explanatory variables in decreasing order of magnitude were the provision of skill sets for the labour market requirements (18.0%); coping with rapid technological challenges (16.0), eradication of unemployment (15.0%), implementation of dual training in TVET (14.5%), responsiveness to the Competency-Based Curriculum (CBC) at all levels of education (12.5%), and enhanced TVET coordination skills. The key reforms in the TVET include the establishment of the TVETA regulatory body and State Department of TVET as well as the digitalization of work. It is concluded that the Republic of Kenya has initiated appropriate mechanisms of popularizing TVET training as a panacea to attaining sustainable development in the country. The study recommended that given the current emerging positive attitude towards TVET, the Government of the Republic of Kenya through the State Department of TVET should intensify initiatives that promote the establishment of more TVET institutions and carry out resource rationalization in different categories of the sub-sector to ensure equitable distribution of quality education and training for sustainable development in Kenya.*

**KEYWORDS:** Sustainable development, accredited, reforms influence variables Technical and Vocational Education and Training, skills sets, labour market, Kenya.

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## 1.0 INTRODUCTION

### 1.1. Background and Context of the Study

TVET is globally recognized as an important form of training because it provides learners with skills to build their capabilities, which they use for self-development and to engage in productive activities (Republic of Kenya,2023). Indeed, Sustainable Development Goal 4 (SDG) on equitable quality education Target 4.3 requires that by 2030, countries achieve equal access and quality technical vocational education and training for all women and men (Orodho,2022). Additionally, the African Union (AU) Agenda 2063 has ratified the continental strategy for Technical and Vocational Education and Training to foster youth employment and entrepreneurship. Technical and Vocational Education and Training (TVET) concerns the study of technologies-related sciences that includes the acquisition of practical skills, attitudes and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 2016; 2013). TVET also involves the development of skills and opportunities aligned to national and local contexts (Bizimana, Ogeta & Orodho,2024). Thus, it includes learning designed to develop the skills for practising particular occupations intended to lead to direct labour market entry (Abagi & Ogachi, 2014; Bizimana, Ogeta & Orodho,2024).

The TVET institutions in Kenya are classified into three main categories; National Polytechnics, Technical Training and Vocational Colleges and Vocational Training Centres which offer Government Trade Tests, Artisans, Craft, diploma and Professional certificates in technical and business courses. Before, 2010 TVET programmes targeted about 55% of learners who could not transit from primary to secondary, about 70% of secondary students who could not transit to university and a very small percentage of Form 4 students who joined two existing technical universities since TVET cut across post-primary levels of education and training (MOEST, 2012).

In Kenya, TVET is coordinated by the State Department for TVET under the Ministry of Education. TVET has gained increased attention and popularity and is prioritized under the Kenya Vision 2030 as a form of education and training that would provide the youth with the necessary skills required for the job market and economic development (Republic of Kenya, 2023).

Kenya has ratified both the SDGs and Africa Agenda 2063. Furthermore, the Constitution of Kenya, Article 55 (2), provides youth the right to access relevant education and training. Schedule Four also provides for the establishment and management of village polytechnics (currently VTCs) by the 47 county governments (Republic of Kenya,2012,2023).

The foregoing notwithstanding, the key role of education and training in national development has been universally recognized, and many governments are striving to offer it to their deserving citizens (Bizimana, Ogeta & Orodho,2024). We need not overemphasize that education and training are prerequisites for human development, and critical in diverse economic growth. UNESCO (2020) counsels that education and training is not only a fundamental human and enabling right, but also a public good. Today the sub-sector mainly targets Form 4 school leavers since all primary school learners transit to secondary schools (Orodho,2022). Orodho's

(2022) study on the effect of youth employment and opportunities projects on graduate employability notes that TVET training as well as soft skills enables trainees to be able to navigate the uncertain journey towards employability and individual sustainable development.

## 1.2. State of the Art Review

The Government of Kenya with the support of multilateral donors, particularly the World Bank has made commendable progress by introducing several youth initiative programmes since the 2000s (Zenobia, 2018, Balwanz, 2012, Jutta & Omollo, 2014). There is a blending of such programmes ranging from those initiatives which provide training to enhance the skills of the youth labour force (USIAD, 2016) and those that facilitate entrepreneurship (Zenobia, 2018). Although the Kenyan economy is transforming towards being a middle-income country, there are structural impediments to creating higher productivity jobs (Sikenyi, 2017). This literature signals an alarm for youth employment programmes to adopt a demand-driven approach which stimulates job creation and focuses on small and medium enterprises (Chhinzer & Russo, 2018).

The establishment of TVET globally can be traced to the period after the French Industrial Revolution in the 19<sup>th</sup> century. The first formal TVET institute was launched in Europe to produce new inventions for military use, after which it permeated European colonies. Most countries introduced and continued to utilize TVET institutes to develop job-related information and skills (Mutungi, 2023). Economic globalization has raised the premium skills and reinvigorated the need for a fresh look at the nature of vocational education and training (Middleton et al 1993). Consequently, a World Youth Skills Day, has been set aside and is being celebrated world-wide on July 15<sup>th</sup>, yearly. Technical and Vocational Institutions world-wide need well trained tutors and modern equipment. Vocational training for the youth bridges the gap between general education and employment by providing targeted skills, practical experience and industry connections (Mutungi, 2023).

Japan emphasized scientific education in her Curriculum besides strengthening her vocational education and training to industrialize, after the Second World War (Kirithu, Kapiyo & Maina, 2017). She ended up with astonishing success in her economy which outcompeted the United Kingdom. Similarly, Singapore transformed itself into one of the world's wealthiest and most developed economies by investing heavily in TVET. In Singapore, trainers are equipped at Polytechnics and the Institute of Technical Education using the CBET Model similar to the German model. The training emphasizes strong technical and vocational skills, followed by pedagogical training and mentoring at a TVET. The Government of the United States America encouraged scientific research and technical advancement which in turn produced skilled industrial workers that boosted industrialization (Kirithu, et.al.2017).

The serious challenge of school leaver unemployment facing many African governments made them strongly embrace TVET (Abagi & Ogachi, 2014; Bizimana, Ogeta & Orodho, 2024). Massive support from development partners has been directed towards establishing and expanding the vocational education and training systems in African countries. The World Bank allocated more than half of its investment in the educational systems of these developing African countries to support their vocational education and training (Republic of Kenya, 2023).

In the Kenyan context, the history of TVET can be traced to the colonial period in 1911 after the Frazer Commission of 1908 recommended the establishment of the Department of Education in the colony (Abagi & Ogachi, 2014). In 1924 the Phelps Stokes Commission recommended that TVET was to be majorly for Africans since they were not allowed to pursue academic education. Technical training was then referred to as technical and industrial education. Though TVET was unpopular with Africans in colonial Kenya, the Department of Education gave grants to mission schools for technical and industrial education (KLB, 2019). Despite Africa's negative attitude towards TVET in colonial Kenya, which persisted to the post-independence period, the sub-sector has undergone various reforms, improving its popularity. Currently, there are over 3,000 public and private TVET institutions with high enrolment levels of over 600,000 trainees (Bizimana, Ogeta & Orodho, 2024).

In Kenya, the Presidential Working Party Report (2023) documents that the main goal of promoting Education for Sustainable Development (ESD) is to reorient education and learning to enable learners to acquire values, skills, attitudes and knowledge to empower them to contribute to sustainable development. Accordingly, the Ministry of Education developed the Education for Sustainable Development Policy (2017) that incorporates key themes of sustainable development, such as poverty alleviation, human rights, gender equality, innovation, health and environmental protection and climate change into the Kenyan education system. This seeks to implement SDG4.

The TVET sub-sector has experienced reforms since its inception in colonial Kenya (Bizimana, Ogeta & Orodho, 2024). In independent Kenya, the government has continued to reform the sub-sector to respond to emerging challenges within the country's goals and aspirations (Orodho, 2022). Factors/variables which have contributed to TVET reforms are numerous but include (MOEST, 2012; Orodho, 2022):

The need for effective and efficient coordination of the TVET sub-sector led to the establishment of both the State Department of TVET and the Technical and Vocational Education and Training Authority (TVETA). These were meant to provide policy direction and streamline the regulation and coordination of the TVET sub-sector. Initially, the management of TVET was fragmented within several ministries, hence making its coordination and maintenance of training standards difficult (MOEST, 2012). The supervision of most of the TVET institutions was left to individual ministries and the private sector which could not often ensure the quality and standards of the training offered (MOEST, 2012).

Regular change of the TVET Curriculum influences reforms in the sub-sector (MOEST, 2004). The TVET Curriculum should be dynamic and in line with rapid changes in technology (Orodho, 2022) In Kenya there have been various curricula and instruction designs that include among others, Standard Curriculum, Broad-Based Curriculum and Competency-Based Curriculum that have been utilized in educating and training to yield the variety of qualifications required in the labour market (MOEST, 2012). To this end TVETA, Curriculum Development, Assessment and Certification (CDACC) and TVET Funding Board were established under TVET

Act 2013 to play a key role in standardizing accreditation, quality assurance, curriculum, assessment and resource mobilization (Akala & Changilwa, 2018). The CDACC does TVET curricula assessment and certification.

The need to align the TVET sub-sector to the Kenya Constitution 2010 influenced TVET reforms. The sub-sector is cited in the Constitution hence the need for regular changes to conform to its tenets. The Constitution devolved education and training whereby, the Vocational Training Centers were devolved to County Governments while Technical and Vocational Colleges and National Polytechnics were left under the National Government. The Constitution also provides for access to affordable tertiary education, training and skills development to all Kenyans. The reform in education and training has shifted from knowledge-reproduction to knowledge-production, hence the need for TVET reforms (MOEST, 2012). The Kenya TVET Act 2013 aimed to transform the sub-sectors' regulations and programmes offered in Kenya and developed a framework to streamline the management and assessment of industrial attachment processes besides reviewing minimum TVET trainers' qualifications.

The need to align the TVET sub-sector with Kenya's Vision 2030 required reforms. The Kenya Vision 2030 acknowledges the need to reform education and training to create a sector fit for the purpose (MOEST, 2012). The Vision places great emphasis on the link between education and training, -and human labour, the need to create entrepreneurial skills and competencies and strong public and private sector partnerships. Vision 2030 has placed special demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate middle-level professionals that will be needed to drive the economy towards its attainment.

The mismatch between the TVET-provided skills, qualifications of the workforce and the needs of employers attracted reforms in the sub-sector. Ndegwa (2023) quoted the Federation of Kenya Employers (FKE) published a report of November 2023 on how the federation had hard-to-fill employment vacancies in various fields despite there being young people who had acquired vocational skills. Ongwae (2023) affirmed the same from a labour force report by Kenya National Bureau of Statistics published in February 2023 indicating that 3.4 million youths under the age of 35 were not in employment due to inadequate relevant practical skills.

Institutionalization of TVET dual training across all the TVET institutions in Kenya influenced TVET reforms. Dual TVET training is a vocational training system that combines learning in classroom with practical on the job training in a real working environment to address the challenges of mismatch of skills, lack of required qualified skilled personnel and the rising unemployment in Kenya (Ongwae, 2023). For a long period, the TVETs have been training their trainees theoretically and without hands-on skills hence delinking them from the skills required in modern industries.

The dual training approach ensures that trainees acquire both the hands-on skills required by modern industries and the theoretical knowledge in their areas of specialization. Through the practical training, TVET trainees gain a comprehensive understanding of various technical skills, teamwork and effective communication (Ongwae 2023)

The objective of the TVET reforms is to improve access, equity, quality and relevance of education and training at all levels attained through capacity building (MOEST, 2012). Capacity building also called skilling, up-skilling, tooling or retooling is for TVET teachers, trainers and principals, management committees, the Board of Management and field officials to ensure efficient delivery of quality education and training (Kemei et.al, 2018). The TVET teachers and trainers are the pillars of knowledge, nurturing the minds of future generations and equipping them with the tools needed to thrive in an ever-changing world.

The emerging essential technologies in digital literacy could require reforms to enable TVET teachers and trainers to equip themselves with the expertise to navigate technological advancements and incorporate them effectively into their teaching methodologies (Saina et.al. 2018). The current TVET teachers' and trainers' training programmes must be reformed to enable them to eradicate the skill mismatch by enhancing programmes that respond to the structure, relevance, responsiveness, innovation and inclusion.

The need to realize Kenya's National Skills Development Agenda following the Executive Order of 2023 influenced TVET reforms. Kaituko (2023), holds the Order focuses on improving the supply side of education and training in line with identified skills, and priorities and strengthening skills between industry and TVETs' education and training. He further says that the State Department for Labour and Skills Development endeavours to establish and maintain a sound match between skills supply and skills demands.

The robust industry linkage programme between training, research and innovations has influenced TVET reforms. The linkage presents trainees with the opportunity to acquire the skills the industry needs most thereby increasing their scope of employability (Akala & Changilwa, 2018).

Regular global TVET reform practices influence TVET reforms in Kenya. According to Mutungi (2023), the International Labour Organization plays a vital role in spearheading efforts to enhance market-driven skills development approaches through its Convention on Human Resource Development. It encourages member states like Kenya to adopt and develop comprehensive and coordinated policies and programmes of technical and vocational guidance and training closely linked with employment. Consequently, the governments of Finland and Germany volunteered to partner with Kenya in implementing the dual training programmes under CBET in TVET institutions across Kenya.

United Nations declared July 15<sup>th</sup> the World Youth Skills Day every year to allow the globe to reflect on how to unlock the talents of young people to express themselves and contribute to development (Ongwae, 2023). It is a worldwide call day to transform youth skills for the future to enable them to be employable, productive, enterprising, adaptable and competitive through reforms.

The need to implement government policies from time to time influences TVET reforms. These include Sessional Paper Number 10 of 1965, Sessional Paper Number 1 of 2005, Sessional Paper Number 14 of 2012, Sessional Paper No. 2 of 2015, Kenya Vision 2030 and TVET Act, 2013. The Sessional Paper No. 1 of 2005 provided for education and technical training college of technical personnel and their progression from one level of skills and technical knowledge to the next. Sessional Paper No.2 of 2015 required attaining and sustaining a

Gross Enrolment of 20% in TVETs and providing adequate opportunities for access to competency-based education and training

Applicants with higher KCSE and other relevant qualifications to TVET institutions attracted reforms in the sub-sector to provide commensurate training. Statistics from KUCCPS showed that 15,547 candidates of 2021 and 9,673 of 2022 who met university entry requirements in the KCSE examinations instead opted to enrol for TVET courses (Mutungi, 2023).

Findings of the Federation of Kenya Employers' Survey in 2023 indicated that, besides a first degree, the most sought for employees were those who also had a technical skill (Ndegwa, 2023).

The introduction of the Kenya Credit Accumulation and Transfer Systems in TVETs by the government could lead to reforms in TVET. The Government announced that the Kenya Credit Accumulation and Transfer was rolled by the National Qualification Authority to allow students in TVETs to address their learning up doctoral level (Ngugi, 2017; Ndegwa, 2023). The Kenya National Qualification Framework Act of 2017 mandated to establishment and regulation national qualifications framework that contributed to TVET reforms (Akala & Changilwa).

Implementation of new Programmes and activities that boost soft skills, positive attitudes, values and ethics among TVET trainees could lead to reforms in the TVET sub-sector. This could be done while creating flexible policies that young people, access formal workplaces to learn and grow their skills (Ndegwa, 2023).

The effort by Kenya to honour international treaties related to education and training influences TVET reforms as she is a signatory to several critical instruments like the Universal Declaration on Human Rights of 1948 and the Dakar Framework of Action on Education for All of 2000, (MOEST, 2014).

The internationalization of Kenya TVET as an essential part of the operation of vocational education and training providers influences reforms in the TVETs. This way, TVET teachers, trainers and directors in Kenya develop competencies together with their international partners in different joint projects. The TVET reforms in Kenya required to be dynamic to keep pace with technological advancement worldwide (Abagi & Ogachi 2014).

## **1.2 Statement of the Problem**

Over the recent years, the TVET sub-sector in Kenya has gradually increased attractiveness and enrolment due to many reforms that have been implemented to address the provision of employable skills. Despite the reforms, there still exists a mismatch between the skills provided in the TVETs and those required by employers (MOEST, 2014; Ndegwa, 2023; Orodho, 2022).

This trend thwarted the chances of the TVET graduates from accessing employment opportunities. Consequently, this hindered the government from achieving its development plans and providing a conducive environment for the creation of employment opportunities for the youth and other unemployed persons. The



Kenya Vision 2030 banks on TVET graduates as the engines of driving Kenya to the attainment of Vision 2030 (Gok, 2007). To address the challenge of the mismatch between TVET skills and those required in the labour market, the Government of Kenya has been continuously reforming the TVET sub-sector. It is against this backdrop that this study attempted to examine key variables driving TVET reforms that should drive the attainment of sustainable development in Kenya.

### **1.3. Purpose and objectives of the study**

The purpose of the study was to examine reforms in Technical and Vocational Education and Training (TVET) and determine the key variables driving Sustainable development initiatives in Kenya. In this context, the study examined the factors affecting reforms in the TVET sub-sector for sustainable development. The study had two objectives:

1. To determine the key variables influencing the development of TVET in Kenya meant to achieve sustainable development.
2. To find out the main reforms that have taken place in Kenya.

### **1.4 The Theoretical Framework**

The study was guided by the Expectancy Theory formulated by the Vroom in 1964 (Harkman, 1997). Generally, the theory suggests that an individual's Behaviour is motivated by anticipated results and consequences. Hence the intensity of their work is driven by the perception that their work would lead to the desired outcome (Orodho,2024). Arguably, the Expectancy Theory posits that motivation is a force drive within a person which varies according to three factors namely valence, expectancy and instrumentality. The expectancy theory holds that for an individual to be motivated to perform a certain task he must expect that the completion of the task will lead to the achievement of his goal. This can be expressed algebraically as  $\text{motivation} = \text{valence} \times \text{expectancy} \times \text{instrumentality}$  – whereby motivation is the force of internal energy aroused to act. Valence is the degree of perceived attractiveness or repulsiveness to which individuals describe or reject objects.

Expectancy is a momentary belief concerning the probability that a particular outcome or sets of outcomes will follow a particular action. Instrumentality is the expected utility of a direct outcome attained or avoided relation between direct outcomes and indirect outcomes. The motivation process is therefore a complex process which can best be understood by analyzing the possible outcomes, the valence of these outcomes and the perceived instrumentality with high valence.

## **2. RESEARCH METHODOLOGY**

This study opted for a descriptive research design (Creswell 2012; Orodho 2009,2024). The independent variable was the reforms in the TVET sub-sector measured by the strategies put in place to popularize the TVET sub-sector The dependent variable was strides towards sustainable development. The moderator or intervening variables were programme gender policy. The target population were Kenya's 2300 TVETA accredited TVET institutions. Purposive and random sampling methods were used to select 19 institutions as the sampling units.



From each of the 19 institutions (National Polytechnics, Technical and Vocational Colleges, Vocational Centers) 19 Principals and 171 members of the Board of Management comprising the chairperson and any other 8 members to represent the parents, community and sponsor interests. Additionally, 10 TVETA officials were included to represent policymakers from the headquarters and County Government levels. The entire sampling matrix yielded a sample size of 200 participants (Orodho, Nzabwirwa, Odundo, Waweru & Ndayambeje,2016; Orodho 2016, Bizimana, Ogeta & Orodho,2024).

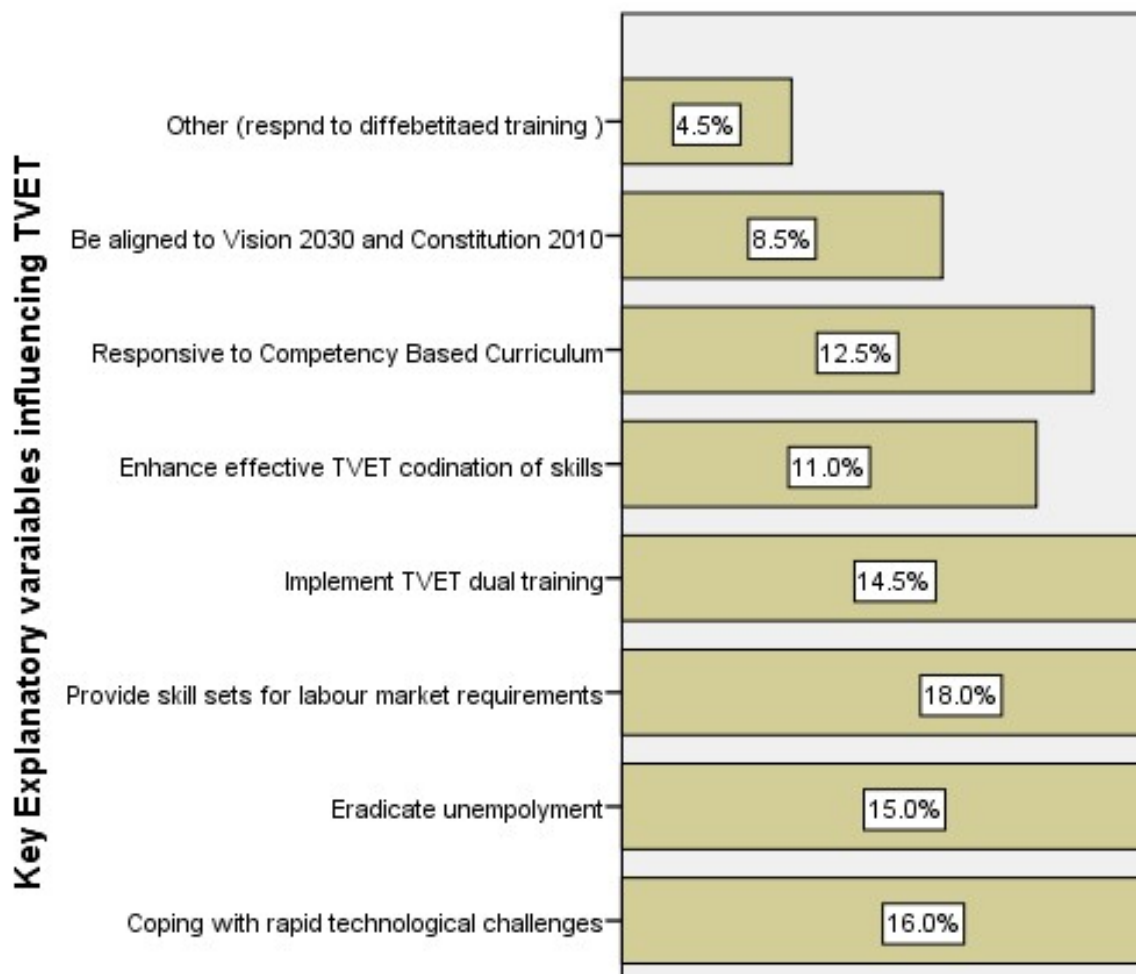
This research employed questionnaires, and interview guides to collect data. The choice of the questionnaire was influenced by the adoption of mixed descriptive research, which required the gathering of enormous data that can only be realizable through the use of questionnaires (Orodho, 2017). The interview guide was used to get verbal responses from the key informants. The questionnaires were used to collect data from school principals and TVET officials, Interviews were used to collect data from the principal, TVET officials and chairperson of the institution's Board of Management. The Focus group discussion was used to gather information from the members of the Board of Management.

Quantitative data from questionnaires were analysed with the assistance of the Statistical Package for Social Sciences (SPSS) to generate descriptive statistics (means and standard deviations). Data collected using interviews and focus group discussions were analysed thematically (Orodho,2024, Orodho, Khatete & Mugiraneza,2016). The quantitative and qualitative data were triangulated during data interpretation. The whole research process strictly adhered to logistical, ethical, human relations and legal considerations. (Orodho,2009,2024).

### **3.0. FINDINGS AND DISCUSSIONS**

#### **3.1. Key Variables Influencing the Development for TVET in Kenya**

The first objective was to determine the key variables influencing the development of TVET in Kenya meant to achieve sustainable development. The respondents were requested to indicate their perceptions regarding the key factors influencing the current reforms in TVET in Kenya. Their responses are contained in Figure 1.



The results in Figure 1 indicate that the participants considered variables in decreasing order of magnitude to include provision of skill sets for the labour market requirements (18.0%); coping with rapid technological challenges (16.0), eradication of unemployment (15.0), implementation of dual training in TVET (14.5%), responsiveness to the Competency-Based Curriculum (CBC) at all levels of education (12.5%), and enhanced TVET coordination skills.

The strategies reported in this paper show that the Government of Kenya through the State Department of TVET has put in place initiatives that are in tandem with global and continental plans to ensure the TVET is developed in the direction of meeting sustainable development. For the country to attain sustainable development the first variable providing skills for the labour market requirements is paramount (Bizimana, Ogeta & Orodho,2024; Orodho,2022). The study by Bizimana, Ogeta and Orodho (2024) reiterates that the mismatch between the TVET-provided skills, qualifications of the workforce and the needs of employers attracted reforms in the sub-sector in the East African region. This finding also resonates well with Ongwae's (2023) study that affirmed the same from a labour force report by Kenya National Bureau of Statistics published in February 2023 indicating that 3.4 million youths under the age of 35 were not in employment due to inadequate relevant practical skills.

The other sets of responses included the need to align the training with the demands of Kenya Vision 2030 and Constitution of Kenya 2010 (8.5 %) and differentiated training models. This finding is supported by the Kenya Vision 2030 banks on TVET graduates as the engines of driving Kenya to the attainment of Vision 2030 (Gok, 2007). The introduction of the Kenya Credit Accumulation and Transfer Systems in TVETs by the government could lead to reforms in TVET. The Government announced that the Kenya Credit Accumulation and Transfer was rolled by the National Qualification Authority to allow students in TVETs to address their learning up a doctoral level (Ngugi, 2017; Ndegwa, 2023). The Kenya National Qualification Framework Act of 2017 mandated the establishment and regulation national qualifications framework that contributed to TVET reforms (Akala & Changilwa).

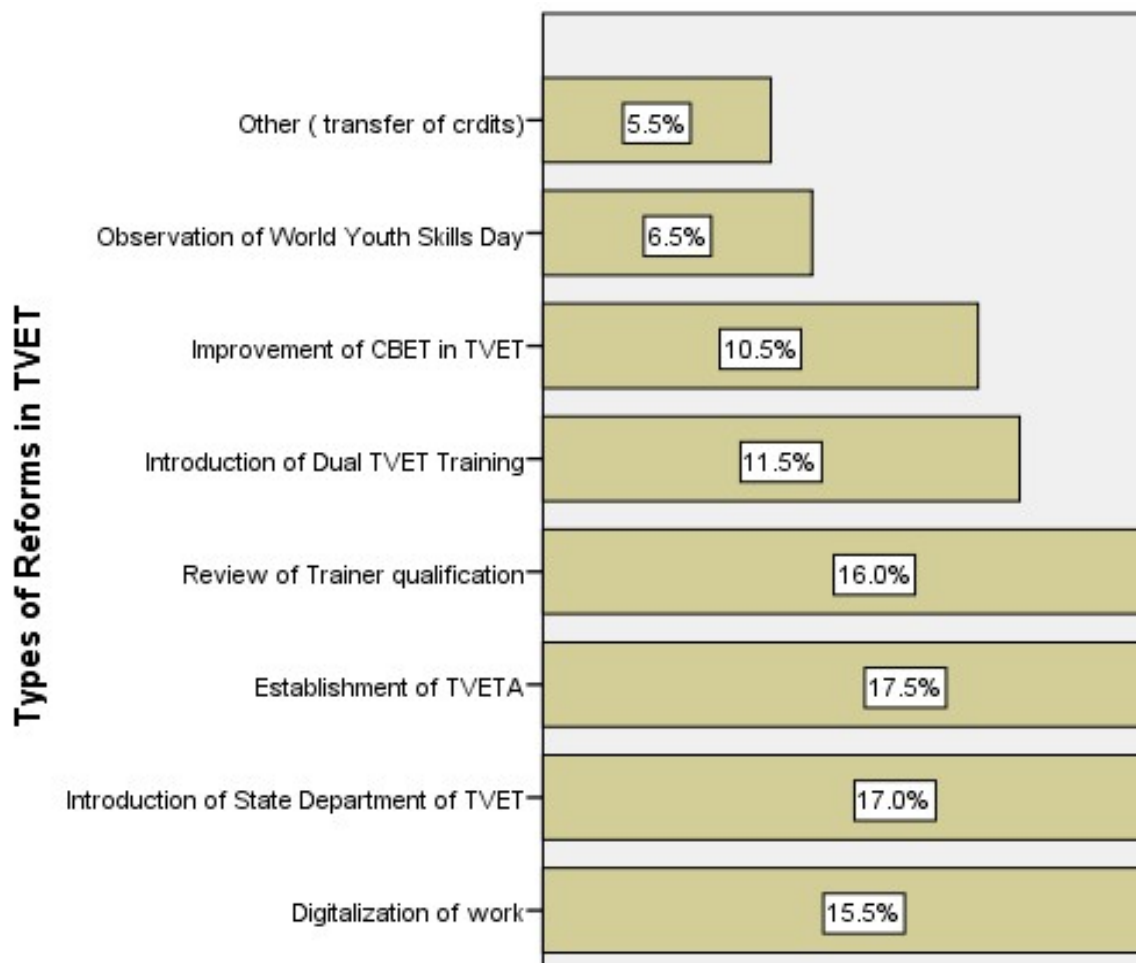
The results are also consistent with the Government of Kenya strategies and other researchers who have ventured into this domain. A study by Kaituro (2023) notes that need to realize Kenya's National Skills Development Agenda in accordance with the Executive Order of 2023 influenced TVET reforms. Kaituko (2023), holds the Order focuses on improving the supply side of education and training in line with identified skills, priorities and strengthening skills between industry and TVETs' education and training. He further says that the State Department for Labour and Skills Development endeavours to establish and maintain a sound match between skills supply and skills demands.

In a similar vein, the robust industry linkage programme between training, research and innovations has influenced TVET reforms. The linkage presents trainees with the opportunity to acquire the skills the industry needs most thereby increasing their scope of employability (Akala & Changilwa, 2018).

### **3.2 The Main Reforms That Have Taken Place In Kenya.**

The second objective was to find out the main reforms that have taken place in Kenya.

Responses on TVET reforms which have taken place in Kenya by respondents are shown in Figure 2.



**Figure 2: Types of Reforms in TVET in Kenya**

The principals, Chairpersons and TVETA officials were requested to mention the main reforms that have taken place in the TVET. The following responses given in decreasing order of magnitude were generated: establishment of TVETA (17.5%), introduction of the State Department of TVET in the ministry of Education (17.0%); Review of trainer qualification (16%); digitalization of work (15.5. %) and introduction of dual training in TVET were the top five highly ranked innovations.

Interviews with some principals and officials of TVET revealed that although most institutions were coordinated under the State Department of TVET, others were under the county government. In their version, they averred

TVET governance in Kenya is offered under National and County Governments as well as the private sector. TVET institutions in the National Government comprise those under MoE and other MDAs. This causes a lot of confusion. In fact, an issue of concern is the multiple institutions under different ministries offering TVET outside the coordination of MoE. The result is that curriculum delivery, certification, standards, monitoring, and reporting are fragmented, resulting in an uncoordinated and disjointed quality management process. In addition, collating data on these institutions is not centralized, which affects

decision-making and planning for the wider TVET sector (PL05.09.24 & TVO 02,30,05).

The dominant tone in this paper is that most participants were upbeat that the reforms being undertaken by the Government of Kenya through the State Department of TVET are yielding good fruits despite the mixed roles emerging due to the management of these institutions centrally through the State Department and the County Department.

Additionally, it can be deduced that some of the major TVET reforms that had taken place in Kenya included, the establishment of the State Department of TVET to take charge of the TVET sub-sector; the establishment of TVETA to direct the TVET sub-sector; the existence of dual TVET training that embraced CBET; introduction and observance of World Youth Skills Day yearly; introduction of TVETs' Kenya Credit Accumulation and Transfers Systems among others. The said reforms had positively contributed to the popularity of the TVET sub-sector among youth, especially KCSE school leavers with university qualifications.

#### 4 CONCLUSION AND RECOMMENDATIONS

##### 4.1 Conclusion

From the results of the current study, it is concluded that the Government of the Republic of Kenya through the State Department of TVET in the Ministry of Education has made several reforms. Currently, the TVET reforms are focused on: establishing and fully equipping TVET institutions; strengthening the capacity of the TVET by linking with industry and through dual training and certification; developing a credit transfer framework to support the progression of TVET graduates to University; re-tooling and upskilling TVET trainers; enhancing inclusivity in TVET; enhancing TVET funding through industry-led initiatives; and rebranding TVET. These numerous reforms had enormously popularized the sub-sector among the youths in Kenya.

##### 4.2. Recommendations

It was recommended that more dynamic TVET reforms be put in place to cater for the ever-growing youth demand for TVET courses whose skills are required in the labour market. The government through the State Department of TVET should carry out resource rationalization in different categories of TVETs to ensure equitable distribution, quality education and training for sustainable development in Kenya.

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